íslenska

Icelandic

Language Guide

July 2015
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Icelandic
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

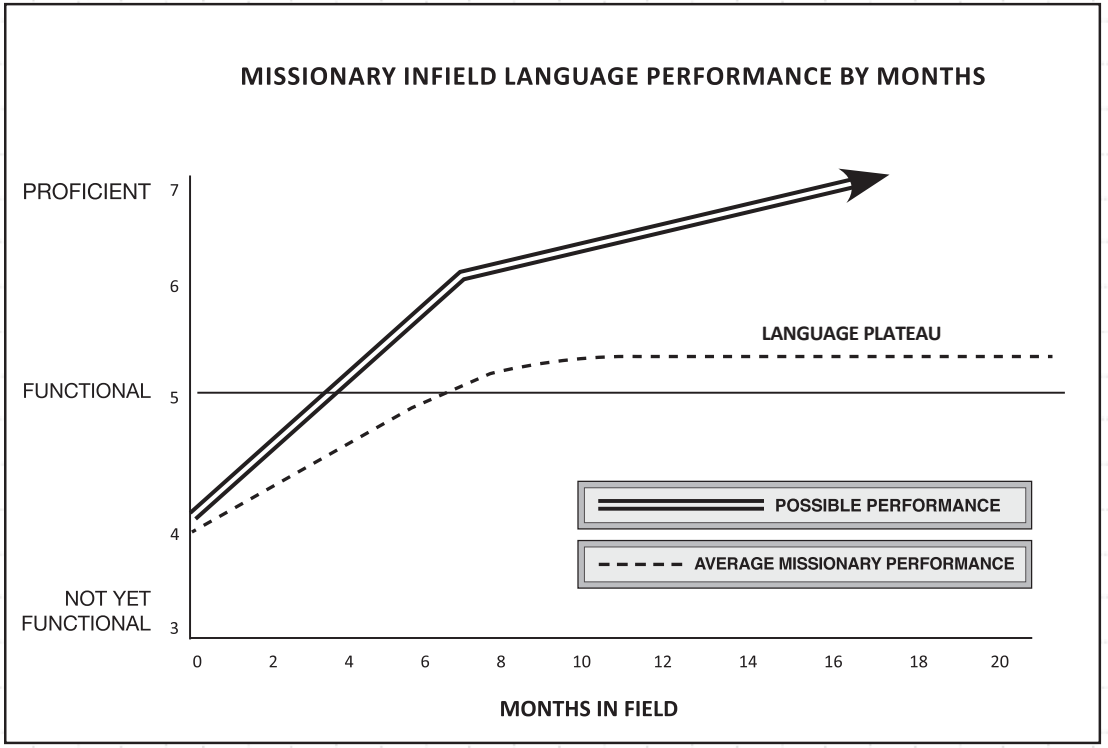
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



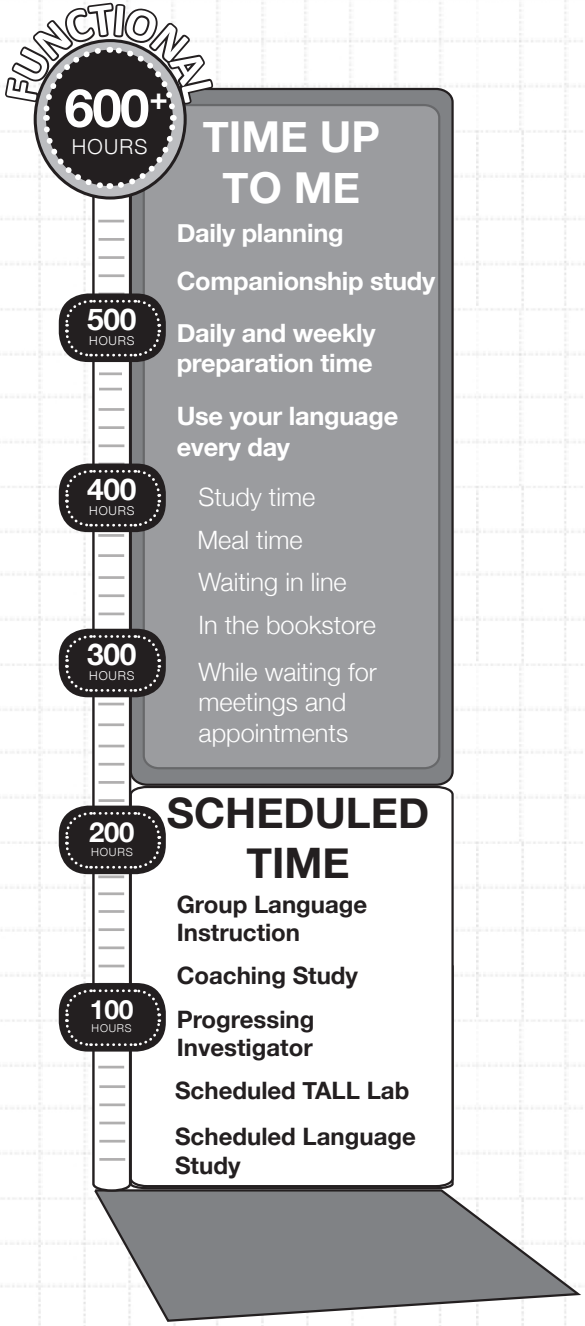
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

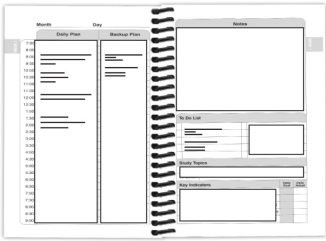
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

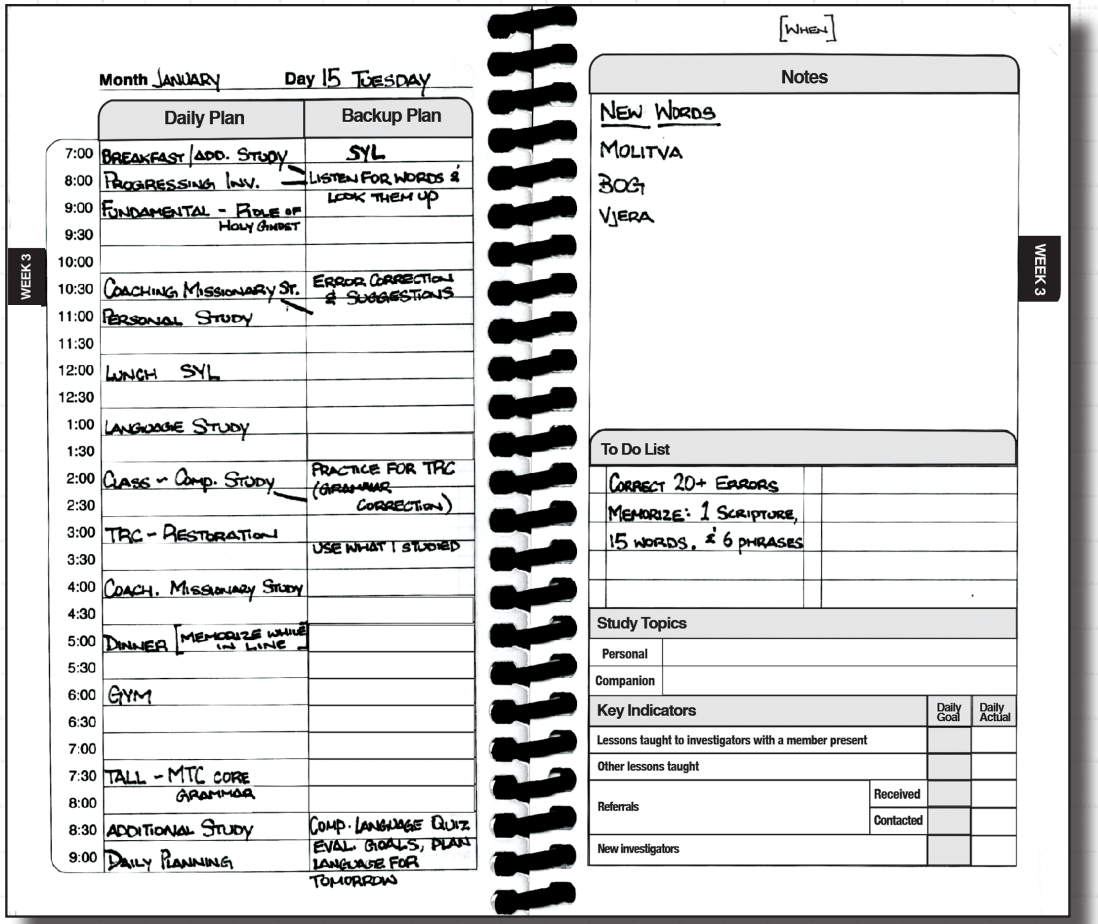
Study Plans: [HOW]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

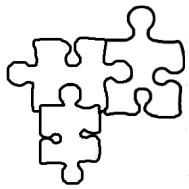
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

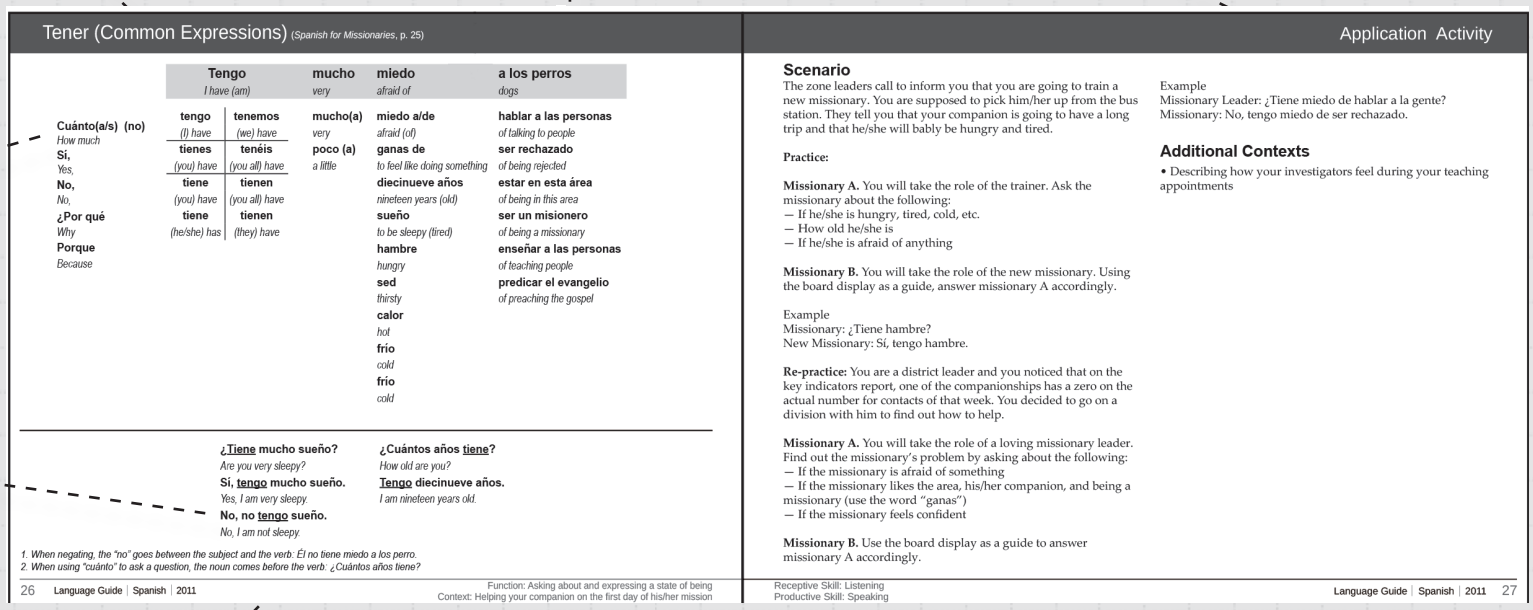
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

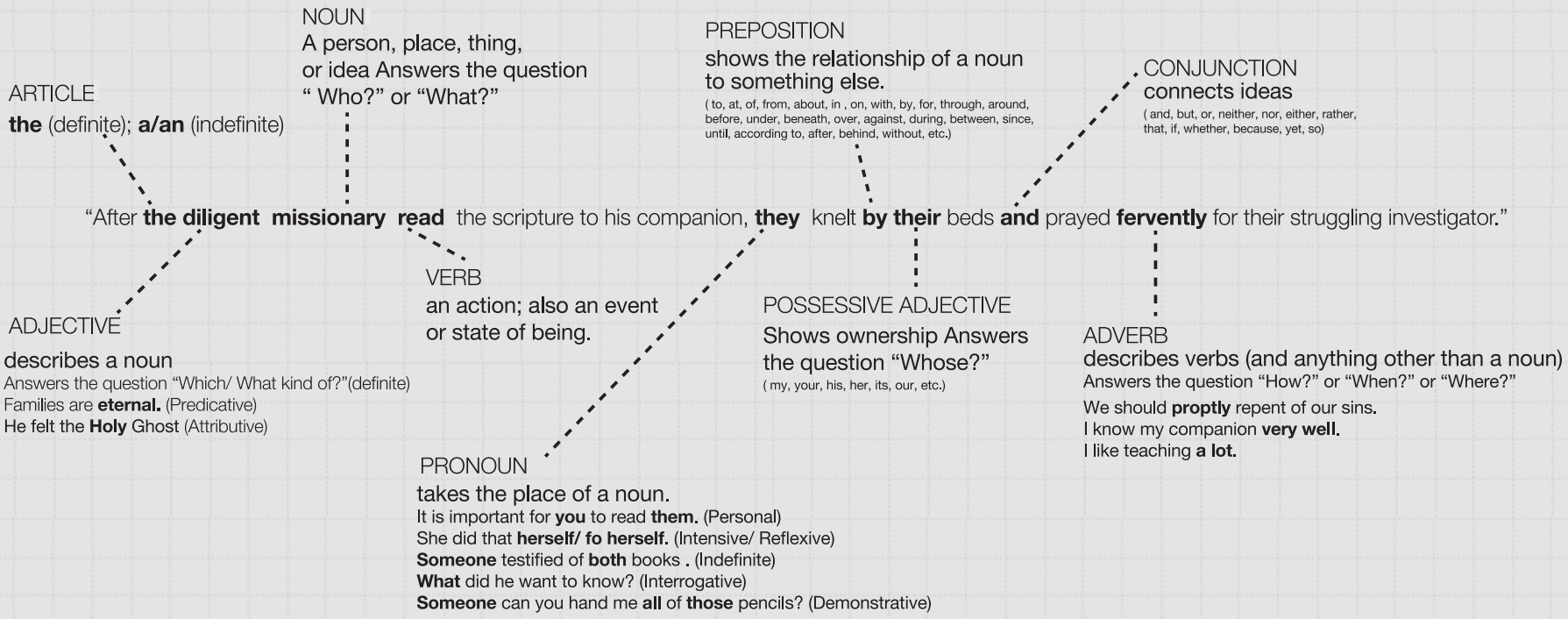
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following vocabulary from your in-class instruction.

Nouns

trúboði	*missionary*
trúboð	*mission*
felagi	*companion*
öldungur	*elder*
fjölskylda	*family*
systir	*sister*
bróðir	*brother*
barn	*child*
Mormónsbók	*The Book of Mormon*
Biblía	*Bible*
trú	*religion/faith*
dagur	*day*
kvöld	*night*

Pronouns

Ég	*I*
Þú	*you*
Hann	*he*
Hún	*she*
Það	*it*
Við	*we*
Þið	*you (plural)*
Þeir	*they (masculine)*
Þær	*they (feminine)*
Þau	*they (neuter)*
Guð	*God*
Himneski Faðir	*Heavenly Father*
Jesús Kristur	*Jesus Christ*

Verbs

að heita	*to be called*
að vera	*to be*
að eiga	*to have/possess*
að fara	*to go*
að koma	*to come*

Numbers

Einn	*one*	Sex	*six*
Tveir	*two*	Sjö	*seven*
Þrír	*three*	Átta	*eight*
Fjórir	*four*	Níu	*nine*
Fimm	*five*	Tíu	*ten*

Hvernig segir maður _____?	*How does one say _____?*
Hvað þyðir _____?	*What does _____ mean?*

Practice:

Introduce yourself in Icelandic to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Review:

Immediate Review:

Using this task, get to know your investigator. Find out about his or her life and his or her beliefs.

Greetings

Góðan daginn. / Góða kvöldið.

Good day. / Good evening.

Hvað segir þú gott? / Hvernig gengur hjá þér? / Hvernig hefur þú það?

How are you?

Ég segi allt gott. / Það gengur vel. / Ég hef það gott.

I´m good.

Bless bless. / Við sjáumst.

Goodbye. / See you later.

Names

Question - Að heita *(to be called)*

Hvað *What*	heit-i *am called*	heit-um *are called*	ég? *I?*	við? *we?*
	heit-ir *are called*	heit-ið *are called*	þú? *you?*	þið? *you (all)?*
	heit-ir *is called*	heit-a *are called*	hann/hún/það? *he/she/it?*	þeir/þær/þau? *they (m/f/n)?**

Answer - Að heita *(to be called)*

Ég *I*	Við *We*	heit-i *am called*	heit-um *are called*	öldungur (öldungar) _____. *Elder (Elders)* _____.
Þú *You*	Þið *You (all)*	heit-ir *are called*	heit-ið *are called*	systir (systur) _____. *Sister (Sisters)* _____.
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)**	heit-ir *is called*	heit-a *are called*	bróðir (bræður)_____. *Brother (Brothers)* _____.

* - *m/f/n* means *masculine/feminine/neuter*. *Þeir* is for 2+ men, *þær* is for 2+ women, and *þau* is for 2+ neuter/mixed.

Background

Question - Að vera *(to be)*

Hvaðan *From where (whence)*	er *am*	erum *are*	ég? *I?*	við? *we?*
	ert *are*	eruð *are*	þú? *you?*	þið? *you (all)?*
	er *is*	eru *are*	hann/hún/það? *he/she/it?*	þeir/þær/þau? *they (m/f/n)?**

Answer - Að vera *(to be)*

Ég *I*	Við *We*	er *am*	erum *are*	frá *from*	Ameríku. *America.* Bandaríkjunum. *the United States.* Íslandi. *Iceland.* Danmörku. *Denmark.*
Þú *You*	Þið *You (all)*	ert *are*	eruð *are*		
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)**	er *is*	eru *are*		

Question - Að eiga *(to have/own)*

Á *Have*	Eigum *Have*	ég...? *I...?*	við...? *we...?*	fjölskyldu. *family.* bróður (bræður). *brother (brothers.* systur (systur). *sister (sisters).*
Átt *Have*	Eigið *Have*	þú...? *you...?*	þið...? *you (all)...?*	
Á *Has*	Eiga *Have*	hann/hún/það...? *he/she/it...?*	þeir/þær/þau...? *they (m/f/n)...?**	

Answer - Að eiga *(to have/own)*

Ég *I*	Við *We*	á.... *have....*	eigum.... *have....*	eitt *one* tvö *two* þrjú *three* fjögur *four* fimm *five* sex *six*	systkini. *siblings.* barn (börn). *child (children).*
Þú *You*	Þið *You (all)*	átt.... *have....*	eigið.... *have....*		
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)**	á.... *has....*	eiga.... *have....*		

Vocabulary (30 min):

Review the following vocabulary from your in-class instruction.

Nouns

kennari	*teacher*
faðir	*father*
spámaður	*prophet*
staðhæfing	*statement*
kirkja	*church*
fagnaðarerindi	*gospel*
bæn	*prayer*
Heilagur Andi	*the Holy Ghost*
vinur	*friend*
fulltrúi	*representative*
ritning	*scripture*

Verbs

að kenna	*to teach*
að elska	*to love*
að svara	*to answer*
að hjálpa	*to help*
að hitta	*to meet*
að segja	*to say*
að biðja	*to pray*

Practice:

Using the sentence structures on the next page and the words from this page, prepare a short lesson for your investigator. Think about what you want your investigator to know and feel from the lesson, for example God loves his children and you can come nearer to him through prayer.

Review:

Immediate Review:

Think about how this lesson helps you to convey your message to an investigator. Using this lesson practice teaching your companion a simple overview of your purpose as a missionary. Remember to ask questions.

Grammar:

This lesson introduces you to noun conjugations and a few verb conjugations. Begin to study the patterns in conjugations and practice conjugating words with your companion. Try to conjugate the nouns and verbs from the vocabulary section that aren´t found on the next page.

Staðhæfingar (Statements)

Nominative Case				
Ég *I*	Við *We*	er *am*	erum *are*	trúboði (trúboðar). *missionary (missionaries).* félagi (félagar). *companion (companions).* kennari (kennarar). *teacher (teachers).* faðir (feður). *father (fathers).* bróðir (bræður). *brother (brothers).* vinur (vinir). *friend (friends).* spámaður (spámenn). *prophet (prophets).* barn (börn). *child (children).*
Þú *You*	Þið *You (all)*	ert *are*	eruð *are*	
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)*	er *is*	eru *are*	
Guð *God* Jesús Kristur *Jesus Christ* Heilagur andi *The Holy Ghost* Joseph Smith		var *was*	vorum *were*	
		varst *were*	voruð *were*	
		var *was*	voru *were*	

Elska *(Love)* - Accusative Case					
Ég *I*	Við *We*	elska *love*	elskum *love*	mig. *me.*	okkur. *us.*
Þú *You*	Þið *You (all)*	elskar *love*	elskið *love*	þig. *you.*	ykkur. *you (all).*
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)*	elskar *loves*	elska *love*	hann/hana/það. *him/her/it.*	þá/þær/þau. *them (m/f/n).*
Guð *God* Jesús Kristur *Jesus Christ* Heilagur andi *The Holy Ghost* Joseph Smith				Guð. *God.* Jesú Krist. *Jesus Christ.* heilagan anda. *the Holy Ghost.*	

Kenna *(Teach)* - Dative Case					
Ég *I*	Við *We*	kenni *teach*	kennum *teach*	mér. *me.*	okkur. *us.*
Þú *You*	Þið *You (all)*	kennir *teach*	kennið *teach*	þér. *you.*	ykkur. *you (all).*
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)*	kennir *teaches*	kenna *teach*	honum/henni/því. *him/her/it.*	þeim. *them (m/f/n).*
Guð *God* Jesús Kristur *Jesus Christ* Heilagur andi *The Holy Ghost* Joseph Smith				Guði. *God.* Jesú Kristi. *Jesus Christ.* heilögum anda. *the Holy Ghost.*	

Eiga *(Possession)* - Genitive Case						
Ég *I*	Við *We*	er *am*	erum *are*	trúboði (trúboðar) (m) *missionary (missionaries)* félagi (félagar) (m) *companion (companions)* kennari (kennarar) (m) *teacher (teachers)* faðir (feður) (m) *father (fathers)* bróðir (bræður) (m) *brother (brothers)* vinur (vinir) (m) *friend (friends)* spámaður (spámenn) (m) *prophet (prophets)* barn (börn) (n) *child (children)*	minn/mín/mitt mínir/mínar/mín. *my (singular - m/f/n)* *(plural - m/f/n).**	okkar. *our.*
Þú *You*	Þið *You (all)*	ert *are*	eruð *are*		þinn/þín/þitt þínir/þínar/þín. *your (singular - m/f/n)* *(plural - m/f/n).**	ykkar. *your (all).*
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)*	er *is*	eru *are*		hans/hennar/þess. *his/her/its.*	þeirra. *their (m/f/n).*
Guð *God* Jesús Kristur *Jesus Christ* Heilagur andi *The Holy Ghost* Joseph Smith		var *was*	vorum *were*		Guðs. *God´s.* Jesú Krists. *Jesus Christ´s.* heilags anda. *the Holy Ghost´s.*	
		varst *were*	voruð *were*			
		var *was*	voru *were*			

* - Every noun in Icelandic has a gender. The form of *minn* and *þinn* that is used must match the gender (m/f/n) and number (singular/plural) of the noun in the previous column. *Hann er faðir minn* (m singular). *Þeir eru vinir mínir* (m plural).

Vocabulary (30 min):

Review the following vocabulary from your in-class instruction.

Nouns

elska	*love*
áætlun	*plan*
sáluhjálparáætlun	*Plan of Salvation*
friðþæging	*atonement*
endurreisn	*restoration*
himinn	*heaven*
prestdæmi	*priesthood*
þakklæti	*gratitude*

Verbs

að biðja	*to pray*
að blessa	*to bless*
að leiða	*to lead*
að leiðbeina	*to guide*
að styrkja	*to strengthen*

Adjectives

himneskur	*heavenly*
þakklátur	*thankful*
stuttur	*short, brief*
langur	*long*
góður	*good*

Review:

Immediate Review:

Use this lesson to begin praying in Icelandic and consider how you would teach another person to pray in Icelandic. Pray with your companion in Icelandic.

Grammar:

This lesson introduces you to adjective conjugations. Begin to study the patterns in conjugations and practice conjugating adjectives with your companion. Try to conjugate the adjectives from the vocabulary section that aren´t found on the next page.

Practice:

Using the sentence structures on the next page and the words from this page, prepare a lesson for your investigator about prayer. Be sure to explain why we pray and how we pray. Practice teaching your lesson to your companion.

Address

Kæri himneski faðir,
Dear Heavenly Father,
Faðir okkar á himnum,
Our Father in Heaven,

Express gratitude

Þakklátur *(Thankful)* - *Adjective*

Ég *I*	Við *We*	er *am*	erum *are*	þakklátur/þakklát/þakklátt þakklátir/þakklátar/þakklát *thankful (singular - m/f/n)* *(plural - m/f/n)**	fyrir *for*	fjölskyldu mína.*** *my family.*
Þú *You*	Þið *You (all)*	ert *are*	eruð *are*			fagnaðarerindið. *the gospel.*
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)**	er *is*	eru *are*			kirkjuna. *the church.*
						trúboð mitt. *my mission.*

Að þakka *(to thank)* - *Verb*

Ég *I*	Við *We*	þakka *thank*	þökkum *thank*	mér** *me*	okkur** *us*	fyrir *for*	Jesú Krist.*** *Jesus Christ.*
Þú *You*	Þið *You (all)*	þakkar *thank*	þakkið *thank*	þér *you*	ykkur *you (all)*		friðþægginguna. *the Atonement.*
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)**	þakkar *thanks*	þakka *thanks*	honum/henni/því *him/her/it*	þeim *them (m,f,n)*		elsku þína. *Thy love.*
							náluhjálparáætlunina. *the Plan of Salvation.*

* - Adjectives must match the pronoun or noun they are describing. The form of *þakklátur* that is used must match the gender (m/f/n) and the number (singular/plural) of the subject it is referring to. *Hann* (m singular) *er þakklátur* (m singular). *Þær* (f plural) *eru þakklátar* (f plural).
** - All pronouns in this column are in the dative case form. *** - All nouns in this column are in the accusative case form.

Ask for blessings

Pronouns - Nominative Case		Að Biðja		Pronouns - Accusative Case		Verbs (inflict accusative case)	Prounouns - Accusative Case	
Ég *I*	Við *We*	bið *ask*	biðjum *ask*	mig *me*	okkur *us*	að blessa *to bless* að leiða *to lead* að styrkja *to strengthen*	mig. *me.*	okkur. *us.*
Þú *You*	Þið *You (all)*	biður *ask*	biðjið *ask*	þig *you*	ykkur *you (all)*		þig. *you.*	ykkur. *you (all).*
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)**	biður *asks*	biðja *ask*	hann/hana/það *him/her/it*	þá/þær/þau *them (m/f/n)*		hann/hana/það. *him/her/it.*	þá/þær/þau. *them (m/f/n).*

Verbs (inflict dative case)	Pronouns - Dative Case	
að hjálpa *to help* að kenna *to teach* að svara *to answer* að leiðbeina *to guide*	mér. *me.*	okkur. *us.*
	þér. *you.*	ykkur. *you (all).*
	honum/henni/því. *him/her/it.*	þeim. *them (m,f,n).*

Close

Í nafni Jesú Krists, amen.
In the name of Jesus Christ, amen.

Vocabulary (30 min):

Review the following vocabulary from your in-class instruction.

Nouns

spurning	*question*
svar	*answer*
trúarnemi	*investigator*
sannleikur	*truth*
tækifæri	*opportunity*
fórdæmi	*example*
barnatrú	*childhood faith*
gleði	*joy*
vitnisburður	*testimony*
fundur	*meeting*
friður	*peace*

Verbs

að vita	*to know*
að kunna	*to know (how)*
að þekkja	*to know (a person)*
að vitna	*to testify*
að finna fyrir	*to feel*
að fá	*to receive*
að íhuga	*to ponder*

Review:

Immediate Review:

Bear your testimony to your companion in Icelandic. Be prepared to bear testimony to an investigator in a lesson and practice teaching a principle followed by bearing your testimony.

Grammar:

This section introduces the verb að vita (to know). This verb is used in reference to facts and statements. The verb að kunna is used in reference to abilities that are known, Ég kann íslensku. (I know Icelandic), and að þekkja is used in reference to other people, Ég þekki öldung Jones. (I know Elder Jones).

Practice:

Using the sentence structures on the next page and the words from this page, prepare to ask your investigator about their faith and then share what you believe. Practice sharing this lesson with your companion as well as sharing your testimony.

Learn about their faith					
Question - Að trúa *(to believe)*					
Hvað *What*	trú-i *believe*	trú-um *believe*	ég *I*	við *we*	um Guð? *about God* um Jesú Krist? *about Jesus Christ?* um Mormónsbók? *about the Book of Mormon?* um Biblía? about the Bible?
	trú-ir *believe*	trú-ið *believe*	þú *you*	þið *you (all)*	
	trú-ir *believes*	trú-a *believe*	hann/hún/það *he/she/it*	þeir/þær/þau *they (m/f/n)*	

Answer - Að trúa *(to believe) og að vita (to know)*					
Ég *I*	Við *We*	trú-i *believe*	trú-um *believe*	að *that*	Guð er himneski faðir okkar. *God is our heavenly father.* Guð hefur áætlun fyrir okkur. *God has a plan for us.* Guð svarar bænum. *God answers prayers.* Jesús Kristur er frelsari heimsins. *Jesus Christ is the Savior of the world.* Mormónsbók er lík Biblía. *the Book of Mormon is similar to the Bible.* Mormónsbók er sönn. *the Book of Mormon is true.* Joseph Smith var spámaður. *Joseph Smith was a prophet.* það er spámaður í dag. *there is a prophet today.* kirkjan er sönn. *the church is true.*
Þú *You*	Þið *You (all)*	trú-ir *believe*	trú-ið *believe*		
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)*	trú-ir *believes*	trú-a *believe*		
Ég *I*	Við *We*	veit *know*	vitum *know*		
Þú *You*	Þið *You (all)*	veist *know*	vitið *know*		
Hann/Hún/Það *He/She/It*	Þeir/Þær/Þau *They (m/f/n)*	veit *knows*	vita *know*		

Vocabulary (30 min):

Review the following vocabulary from your in-class instruction.

Nouns

boðorð	*commandment*
sáttmáli	*covenant*
frumregla	*principle*
blessun	*blessing*
skuldbinding	*commitment*
heilsa	*health*
leiðsögn	*guidance*
innblástur	*inspiration*
styrkur	*strength*
hjálp	*help*
tími	*time*

Verbs

að lofa	*to promise*
að halda	*to hold/keep*
að spyrja	*to ask*
að bjóða	*to invite*
að hætta	*to stop*
að skuldbinda	*to commit to something*
að skilja	*to understand*
að láta skírast	*to be baptized*

Days

Mánudagur	*Monday*
Þriðjudagur	*Tuesday*
Miðvikudagur	*Wednesday*
Fimmtudagur	*Thursday*
Föstudagur	*Friday*
Laugardagur	*Saturday*
Sunnudagur	*Sunday*
í dag	*today*
í gær	*yesterday*
á morgun	*tomorrow*
dagur	*day*
vika	*week*
helgi	*weekend*
núna	*now*

Months

Janúar	*January*
Febrúar	*February*
Mars	*March*
Apríl	*April*
Maí	*May*
Júní	*June*
Júlí	*July*
Águst	*August*
September	*September*
Október	*October*
Nóvember	*November*
Desember	*December*
Mánuður	*month*
Ár	*year*

Adjectives

mikilvægur	*important*
fús	*willing*
daglegur	*daily*
hjálpsamlegur	*helpful*

Practice:

Using the sentence structures on the next page and the words from this page, be prepared to extend commitments to your investigator and follow up on those commitments. You should always promise blessings when you extend commitments. Practice teaching your companion a principle, extending a commitment, and promising blessings.

Commitment Invitations		
Vilt *Will* Viljið *Will*	þú *you* þið *you (all)*	biðja til Guðs? *pray to God?* lesa Mormónsbók? *read the Book of Mormon?* lesa þennan kafla/þetta vers? *read this chapter/this verse?* láta skírast? *be baptized?* koma í kirkju? *come to church?* hitta okkur aftur? *meet us again?*

Promise People Blessing

Ég veit að
I know that

ég *I*	við *we*			Verbs - *Accusative Case*	Pronouns and Nouns - *Accusative Case*	
þú *you*	þið *you (all)*			blessa *bless* leiða *lead* styrkja *strengthen*	mig. *me.*	okkur. *us.*
					þig. *you.*	ykkur. *you (all).*
hann/hún/það *he/she/it*	þeir/þær/þau *they (m/f/n)*				hann/hana/það. *him/her/it.*	þá/þær/þau. *them (m/f/n).*
Guð *God* Jesús Kristur *Jesus Christ* heilagur andi *the Holy Ghost*		mun *will*	munum *will*	fá *receive* finna *find*	blessun (blessanir). *blessing (blessings).* elsku Guðs. *God´s love.*	
		munt *will*	munuð *will*	Verbs - *Dative Case*	Pronouns and Nouns - *Dative Case*	
		mun *will*	munu *will*	hjálpa *help* svara *answer* leiðbeina *guide*	mér. *me.*	okkur. *us.*
					þér. *you.*	ykkur. *you (all).*
					honum/henni/því. *him/her/it.*	þeim. *them (m,f,n).*
				finna fyrir *feel*	heilögum anda. *the Holy Ghost.* elsku Guðs. *God´s love.* friði. *peace.*	

Vocabulary (30 min):

Review the following vocabulary from your in-class instruction.

Nouns

hugsun	*thought*
kapituli	*chapter*
kafli	*section*
vers	*verse*
Nýja Testamentið	*New Testament*
Gamla Testamentið	*Old Testament*
Kenning og Sáttmálar	*Doctrine and Covenants*
Hin Dýrmæta Perla	*The Pearl of Great Price*
blaðsíða	*page*
fólk	*people*
loforð	*promise*

Verbs

að útskýra	*to explain*
að deila með	*to share with*
að lesa	*to read*
að taka eftir	*to notice*
að tileinka	*to apply*
að breyta	*to change*
að verða	*to become*

Review:

Immediate Review:

As you plan for your next lesson, be prepared to share at least one scripture. Use this section to prepare you to introduce the scripture, read it, and then expound upon what was shared.

Prepositions

á	*on*
í	*in*
um	*about*
frá	*from*
á meðan	*while*

Adjectives and Adverbs

réttlátur	*righteous*
ranglátur	*wicked*
blessaður	*blessed*
upphátt	*aloud*

Practice:

Practice sharing a 1 Nephi 3:7 with your companion and other missionaries in your zone. Then practice sharing your favorite scripture, complete with and introduction and application.

Share a scripture				
má *may*	megum *may*	ég *I*	við *we*	deila ritnigarvers? *share a scripture?*
Það er á blaðsíðu... *It is on page...* Það er í bók Nefís, kapítula þrjú, versi sjö. *It is in the book of Nephi, chapter three, verse seven.* Vilt þú lesa þessi vers upphátt? *Will you read this verse outloud?*				

Explain the scripture				
Í þessum versum *In these verses*	lærum *learn*	við *we*	um *about*	iðrun. *repentance.* friðþæginguna. *the Atonement.* skírn. *baptism.* valfrelsi. *agency.* upprisuna. *the resurrection.*
Þessi ritning *This scripture*	útskýrir *explains*			
Hér *Here*	kennir *teaches*	spámaðurinn *the prohpet*		

Seek answers						
Er við lesum *As we read*	vilt *will*	viljum *will*	þú *you*	við *we*	einbeita á *focus on*	tilfinningum þínum. *your feeling.* orðinu trú. *the word faith.*
					hugsa um *think about*	iðrun. *repentance* tilgang boðorðanna. *the purpose of the commandments.* hvað Nefí gerði til að fá svar. *what Nephi did to get an answer.* merkingu trúar. *the meaning of faith.* hvað þetta þýðir fyrir þig. *what this means for you.*

Apply the scripture						
Hvað *What*	hefur *have*	höfum *have*	þú *you*	við *we*	lært um *learned about*	trú? *faith?* iðrun? *repentance?* áætlun Guðs? *God´s plan?* skírn? *baptism?*
Hvernig *How*	getir *can*	getum *can*	þú *you*	við *we*	tileinkað þessi vers? *apply this verse?* standast allt til enda? *endure to the end?* komið nær Kristi? *come nearer to Christ?*	

Vocabulary (30 min):

Review the following vocabulary from your in-class instruction.

Nouns

reynsla	*experience*
skírn	*baptism*
saga	*story*
skóli	*school*
þrá	*desire*
hjarta	*heart*
hlýðni	*obedience*
tíund	*tithing*
raun	*trial*
tilfinning	*feeling*
vinur	*friend*
þolinmæði	*patience*
vísdómsorð	*Word of Wisdom*

Verbs

að koma til	*to come to*
að komast að	*to find out*
að sigrast á	*to overcome*
að hugsa	*to think*
að gerast	*to happen*

Review:

Immediate Review:

Think of an experience that you have that you can share with you investigator. Practice sharing this experience in the language with you companion.

Adjectives

ungur	*young*
ráðvilltur	*confused*
hamingjusamur	*happy*
dapur	*sad*
helgur	*holy*
heiðarlegur	*honest*
andlegur	*spiritual*

Practice:

Learn how to share Joseph Smith's experience with the First Vision and practice with your companion. Be able to explain what Joseph was searching for, how he got his answer, and what happened after this experience. Share your testimony about the First Vision in conclusion.

Introduction						
Þegar *When*	Joseph Smith *Joseph Smith* ég *I*	var *was*	ungur *young* ráðvilltur *confused*	las *read* það *prayed* spurði *asked* sá *saw*	hann *he* ég *I*	í Biblía. *in the Bible.* til Guðs. *to God.* fyrir hjálp. *for help.* sýn. *a vision.*

Explain what happened		
Guð *God* Jesús *Jesus* Heilagur Andinn *The Holy Ghost*	kom til *came to*	Joseph Smiths *Joseph Smith*
	svaraði *answered* heyrði *heard*	mig *me*
	hjálpaði *helped*	mér *me*

Explain what was learned			
Hann *He*	lærði að *learned that*	Guð *God*	og Jesús eru öðruvísi verur. *and Jesus are seperate beings.* elskar börn hans. *loves His children.* getur svarað bænum. *can answer prayers.*
Hann *He*	kenndi *taught*	Joseph að *Joseph that*	engin kirkja hafði fyllingu fagnaðarerindisins. *no church had the fullness of the gospel.* hann myndi vera spámaður. *he would be a prophet.*
		mér að *me that*	hann hefur áætlun fyrir mig. *he has a plan for me.*

Application					
Eins og Joseph *Like Joseph*	getur *can*	þú *you*	getum *can*	við *we*	fengið svar frá Guði. *receive an answer from God.* vitað sannleikinn. *know the truth.* þekkið Guð. *know God.*
Svipað *Likewise*					

Að vera (to be)

Guð er				**himneski faðir okkar.**
God is				*our Heavenly Father.*

Statement

Ég er	**Við erum**	**(ekki)**	**himneski faðir okkar**
I am	*We are*	*(not)*	*our Heavenly Father*
Þú ert	**Þið eruð**		**barn (börn) Guðs**
You are	*You (all) are*		*child(ren) of God*
Hann/Hún/Það er	**Þeir/Þær/Þau* eru**		**bræður og systur**
He/She/It is	*They are*		*brothers and sisters*

Question

Er ég	**Erum við**	**frelsari okkar**
Am I	*Are we*	*our Savior*
Ert þú	**Eruð þið**	**fyrirmynd(ir) fyrir okkur**
Are you	*Are you (all)*	*example(s) for us*
Er hann/hún/það	**Eru þeir/þær/þau***	**spámaður (spámenn)**
Is he/she/it	*Are they*	*prophet(s)*

Other pronouns

Guð er	**Jesús Kristur er**	**trúboði (trúboðar)**
God is	*Jesus Christ is*	*missionary (missionaries)*
Joseph Smith er	**Monson Forseti er**	**kennari (kennarar)**
Joseph Smith is	*President Monson is*	*teacher(s)*

Já, *Yes,*
Nei, *No,*
Ég veit að... *I know that...*
...en... *...but...*
...og... *...and...*
...eða... *...or...*

Er Guð himneski faðir okkar?
Is God our Heavenly Father?
Já, hann er himneski faðir okkar.
Yes, He is our Heavenly Father.

Erum við bræður og systur?
Are we brothers and sisters?
Já, ég veit að við erum bræður og systur.
Yes, I know that we are brothers and sisters.

Er Joseph Smith frelsari okkar?
Is Joseph Smith our Savior?
Nei, hann er ekki frelsari okkar. Jesús Kristur er frelsari okkar.
No, he is not our Savior. Jesus Christ is our Savior.

* – *Þeir* = *they* masculine (two or more), *Þær* = *they* feminine (two or more), and *Þau* = *they* neuter (two or more)
** – Icelandic doesn´t have an indefinite article (a/an). *Þú ert barn Guðs* = You are child God's = You are **a** child of God.

Function: Asking about and expressing a state of being
Context:Teaching *God Is Our Loving Heavenly Father*

Scenario

You and your companion are walking towards your next appointment. On your way, you notice a young man that is about 19 years old sitting on the sidewalk up ahead. As you walk you realize that he's been watching you and when you are close enough he signals for you to come over. He asks, "I've seen you guys walking around in several places just recently. I have heard that you teach people about God. Who is He?"

1. Practice: Take the role of the young man and the role as the missionary. As the missionary, teach the young man who God is. As the young man, ask appropriate questions.

2. Re-practice: Now the young man asks, "Who are you to teach these things?" Practice explaining:

- Who you are
- What a prophet is
- Who the young man is

Additional Scenario(s)

- Practice saying one of the personal pronouns and your companion says back the correct form of *að vera* for that personal pronoun.
- You are meeting with a young family and early on in your conversation the mother says: "I'm confused about all the different things I hear about God. Tell me what you believe about him."
- You are riding on a city bus in your mission and you are sitting next to two women who are taking about how confusing and difficult life is, and you feel impressed to share with them the truth about who they really are and who their Heavenly Father is. Share with them our message about who they are and who God is.
- Additional practice assigning pronouns to situations can be found on page 6 of *Learning Icelandic: Grammar Exercises* (the green one).

Að vera + Adjectives

Jesús Kristur er	**alltaf**	**kærleiksríkur.**
Jesus Christ is	*always*	*loving.*

	Statement	
Já,	**Ég er**	**Við erum**
Yes,	*I am*	*We are*
Nei,	**Þú ert**	**Þið eruð**
No,	*You are*	*You (all) are*
Ég veit að...	**Hann/Hún/Það er**	**Þeir/Þær/Þau (m/f/n*) eru**
I know that...	*He/She/It is*	*They are*

...en... *...but...*

...og... *...and...*

...eða... *...or...*

Guð (m sg*) er
God is

Jesús Kristur (m sg*) er
Jesus Christ is

Kirkjan (f sg*) er
The church is

Mormónsbók (f sg*) er
The Book of Mormon is

Ritningarnar (f pl*) eru
The scriptures are

		Masculine	Feminine	Neuter
ekki *not*	*Singular*	**hamingjusamur** *happy*	**hamingjusöm**** *happy*	**hamingjusamt** *happy*
alltaf *always*	*Plural*	**hamingjusamir** *happy*	**hamingjusamar** *happy*	**hamingjusöm**** *happy*
frekar *rather*	*Singular*	**sannur** *true*	**sönn**** *true*	**satt** *true*
mjög *very*	*Plural*	**sannir** *true*	**sannar** *true*	**sönn**** *true*
svolítið *somewhat*	*Singular*	**kærleiksríkur** *loving*	**kærleiksrík** *loving*	**kærleiksríkt** *loving*
oftast *most often*	*Plural*	**kærleiksríkir** *loving*	**kærleiksríkar** *loving*	**kærleiksrík** *loving*
aldrei *never*	*Singular*	**góður** *good*	**góð** *good*	**gott** *good*
stundum *sometimes*	*Plural*	**góðir** *good*	**góðar** *good*	**góð** *good*

Er Guð alltaf kærleiksríkur?
Is God always loving?

Já, Guð er alltaf kærleiksríkur.
Yes, God is always loving.

Er Mormónsbók sönn?
Is the Book of Mormon true?

Já, ég veit að Mormónsbók er sönn.
Yes, I know that the Book of Mormon is true.

Er Satan stundum góður?
Is Satan sometimes good?

Nei, hann er aldrei góður.
No, he is never good.

* – All nouns in Icelandic have a gender. *m*, *f*, and *n* stand for *masculine, feminine, and neuter. sg* stands for *singular* and *pl* stands for *plural*. The adjective should match the noun in gender and number.
** – Notice the vowel change from *a* to *ö* in feminine singular and neuter plural. *Hamingjusamur* becomes *hamingjusöm* and *sannur* becomes *sönn*.

Function:Asking about and describing objects, people, and their characteristics
Context:Teaching *God Is Our Loving Heavenly Father*

Scenario

1. Practice: You are teaching a woman named Ragna. She is wondering about life and whether God loves her. Teach her about God and Jesus Christ and describe them for her. Also, describe the Book of Mormon and practice testifying that it is true. Talk to her about how she can be happy in life.

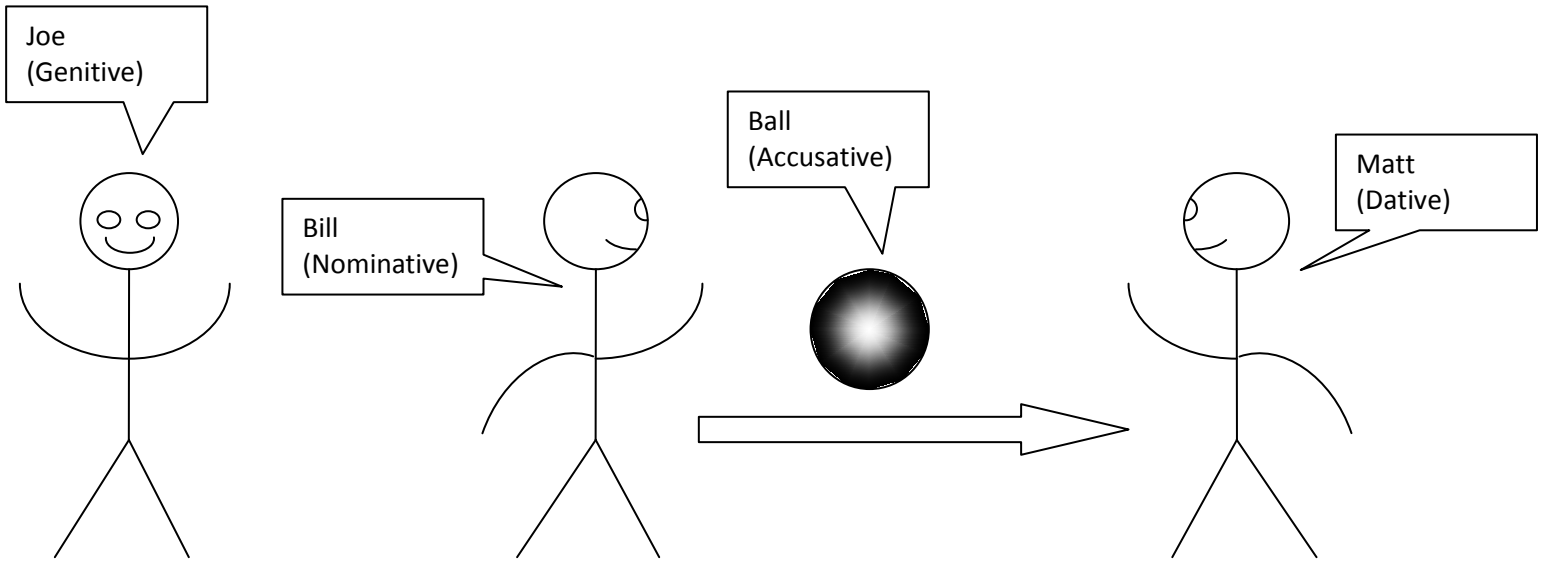
2. Re-practice: Take turns describing someone and have your companion appropriately act out this person. Switch it up for more fun. Then, describe someone and have your teacher act it out (which he will only do when it is bent correctly).

Additional Scenario(s)

- Think of an investigator or less-active person you know and describe them using the vocabulary words given. If you need to find an adjective not listed, ask your teacher for help finding it. Describe this person to your companion using the form above. Your companion may ask you questions to better understand who this person is.

- Additional practice can be found on page 12 of *Learning Icelandic: Grammar Exercises* (the green one).

Bill gave Matt Joe's ball



Decide which case should be used in the following situations. The nominative case (nom.) is typically the subject of the sentence, the accusative case (acc.) is the direct object (the what), the dative case (dat.) is the indirect object and is used to answer the question of "to whom?", and the genitive case (gen.) is used to show possession (whose). Determine the appropriate case for each of the underlined words.

---

1. I am a missionary.
2. God loves us.
3. Prophets teach us.
4. Repentance comes through the power of the Atonement.
5. Do you have a Book of Mormon?
6. We are God's children.
7. Moroni promises us that our prayers will be answered.
8. The purpose of life is to be happy.
9. Would you like to receive a pamphlet?
10. God gave us life.
11. We have the gospel of Jesus Christ today.
12. Families are the basic social unit of society.
13. Will you read this chapter?
14. She explained the plan of happiness to him.
15. Prophets teach us God's word.
16. As children of God, we have divine potential.
17. Jesus Christ called apostles.
18. Can we teach you more principles?
19. The gospel gives us great blessings.
20. Charity is the pure love of Christ.
21. The plan of salvation is the plan of God.
22. The Spirit will show you all things.
23. The Atonement brings peace.
24. Jesus Christ overcame death.
25. God sent prophets to us.
26. I am a disciple of Christ.
27. We should study the Book of Mormon.
28. Tithing is ten percent of our income.
29. God blesses us.
30. Prophets lead the Church of Jesus Christ.
31. Apostasy is when people rebel.
32. When we are good, we are happy.

Conceptual Practice: *Kunna, vita, þekkja*

Decide whether to use *kunna*, *vita*, or *þekkja* for "know" in English.

- *Kunna* (know how) is used in expressing the knowledge of how to do something, such as to speak a language
- *Vita* (know that) is used for factual knowledge. For example, knowing that the building is red.
- *Þekkja* (know of) is used for knowing or being familiar with someone or something. For example, knowing an acquaintance, or knowing a certain neighborhood like the back of your hand.

---

1. I know how to speak Icelandic.
2. I know that God lives.
3. I know Elder Ólafsson.
4. We know you are tired today.
5. Do you know how to fix a bike?
6. He knows how to teach.
7. He knows the band Sigur Rós.
8. They knew he was sleeping.
9. I did not know Joe slept so much.
10. Well, she does not even know Joe.
11. If only I knew where to find a good *pylsa*.
12. We do not know how to run any faster.
13. Do you know where my socks are?
14. Do you know my friend Bill?
15. I know the name, but not the man.
16. I know I made a mistake.
17. I used to know English.
18. Does he know how to be a missionary?
19. They know a Pentecostal man.
20. Do I know you from somewhere?
21. Did you know that the world was flat 300 years ago?
22. I know this neighborhood very well.
23. It is one thing to believe; it is another to know.
24. We know where the best cheeseburgers are.
25. We must know Christ to return to Him.
26. If I knew Swedish, I would know what that sign says.
27. They know how to help others.
28. We know that you are guilty.
29. I knew a politician once.
30. You knew how to add at one point.
31. They know nothing about trigonometry.
32. I know what to say now!

Að vita (to know)

Ég veit				**að**	**Jesús Kristur**	**er frelsarinn.**
I know				*that*	*Jesus Christ*	*is the Savior.*

Statement

Já,	**Ég veit**	**Við vitum**	**(ekki)**	**að**	**Guð**	**er til**
Yes,	*I know*	*We know*	*(not)*	*that*	*God*	*is there / exists*
Nei,	**Þú veist**	**Þið vitið**			**Jesús Kristur**	**er frelsarinn**
No,	*You know*	*You (all) know*			*Jesus Christ*	*is the Savior*
...en...	**Hann/Hún/Það veit**	**Þeir/Þær/Þau vita**			**spámaður**	**elskar mig/okkur**
...but...	*He/She/It knows*	*They know*			*a prophet*	*loves me/us*
...og...					**fagnaðarerindið**	**dó fyrir mig/okkur**
...and...	*Question*				*the gospel*	*died for me/us*
	Veit ég	**Vitum við**			**Joseph Smith**	**kennir okkur sannleikann**
	Do I know	*Do we know*			*Joseph Smith*	*teaches us the truth*
	Veist þú	**Vitið þið**			**kirkjan**	**er endurreist**
	Do you know	*Do you (all) know*			*the church*	*is restored*
	Veit hann/hún/það	**Vita þeir/þær/þau**			**Mormónsbók**	**er sönn bók**
	Does he/she/it know	*Do they know*			*the Book of Mormon*	*is a true book*
					Heilagur andi	**var spámaður**
					the Holy Ghost	*was a prophet*
Ég veit að...	**Guð veit**	**Heilagur andi veit**			**um sársauka okkar**	**um erfiðleika okkar**
I know that...	*God knows*	*The Holy Ghost knows*			*about our pain*	*about our trials*
	Jesús Kristur veit	**Spámaðurinn veit**			**um þjáningar okkar**	**um veikleika okkar**
	Jesus Christ knows	*The prophet knows*			*about our sufferings*	*about our weaknesses*

Veist þú að Guð er til?
Do you know that God is there?

Nei, ég veit ekki að Guð er til.
No, I do not know that God exists.

Veit hann að Jesús Kristur elskar okkur?
Does he know that Jesus Christ loves us?

Já, hann veit að Jesús Kristur elskar okkur.
Yes, he knows that Jesus Christ loves us.

Veist þú að Jesús Kristur veit um erfiðleika okkar?
Do you know that Jesus Christ knows about our trials?

Nei, en ég veit að hann dó fyrir okkur.
No, but I know that he died for us.

Function: Asking about and describing objects, people, and their characteristics
Context: Bearing testimony

Scenario

Karl, who you have taught for a long time has read quite a bit of false teachings on the internet. In your planning sessions, you decided that the best thing you can do to help Karl come unto Christ is to bear testimony to him.

1. Practice: Prepare for your lesson with Karl by bearing testimony to your teacher in Icelandic. Repeat but switch roles.

2. Re-practice: In his appointment with you, Karl starts doubting all sorts of things. In companionships, take the role of the missionary and of Karl. Ask him about different things that he believes (look up *að trúa*). Bear your testimony to him about the gospel to help strengthen his testimony.

Additional Scenario(s)

- In Sacrament meeting, the Branch President Jóhann looks over at you and smiles. He then calls on you to bear your testimony to the congregation. Walk to the pulpit and do so.

- Individually, write your testimony in Icelandic to someone you care deeply about.

Að eiga (to have / should)

Átt þú — **systkini?**
Do you have — *siblings?*

Já, *Yes,*
Nei, *No,*
...en... *...but...*
...og... *...and...*
...eða... *...or...*

Statement

Ég á	**Við eigum**	**(ekki)**
I have	*We have*	*(not)*
Þú átt	**Þið eigið**	
You have	*You (all) have*	
Hann/Hún/Það á	**Þeir/Þær/Þau eiga**	
He/She/It has	*They have*	

Question

Á ég	**Eigum við**
Do I have	*Do we have*
Átt þú	**Eigið þið**
Do you have	*Do you (all) have*
Á hann/hún/það	**Eiga þeir/þær/þau**
Does he/she/it have	*Do they have*

Vinur minn á
My friend has
Trúarnemar okkar eiga
Our investigators have
Fjölskyldur eiga
Families have

Singular (all acc.)

bróður (bræður) (m)	**frænda (frændur) (m)**
brother(s)	*male relative(s) (cousin, uncle, etc.)*
systur (systur) (f)	**frænku (frænkur) (f)**
sister(s)	*female relative(s) (cousin, aunt, etc.)*
móður (mæður) (f)	**barn (börn) (n)**
mother(s)	*child(ren)*
föður (feður) (m)	**barnabarn (barnabörn) (n)**
father(s)	*grandchild(ren)*
fjölskyldu (fjölskyldur) (f)	**systkini (n pl)**
family (families)	*siblings*

Phrases

að þjóna í fjölskyldunni	**að fara í kirkju á sunnudögum**
*should serve in the family**	*should go to church on Sundays**
að elska meira	**að biðja (saman)**
*should love more**	*should pray (together)**
að lesa í Mormónsbók (saman)	**að syngja sálm**
*should read in the Book of Mormon (together)**	*should sing a hymn**
að láta skírast	**að eyða tíma saman**
*should be baptized**	*should spend time together**

Átt þú bróður?
Do you have a brother?
Nei, ég á ekki bróður. Ég á systur.
No, I do not have a brother. I have a sister.

Eigum við að lesa í Mormónsbók saman?
Should we read ín the Book of Mormon together?
Já, þið eigið að lesa í Mormónsbók saman.
Yes, you (all) should read in the Book of Mormon together.

Eigið þið að fara í kirkju á sunnudögum?
Should you (all) go to church on Sundays?
Já, við eigum að fara í kirkju á sunnudögum.
Yes, we should go to church on Sundays.

* – *To have to* in this sense means *should*. When *að* is used with *að eiga*, it means *should*. *Ég á **að** fara* means *I should go.*

Function: Asking about and expressing possession and ownership
Context: Asking and teaching about families

Scenario

Jón was a referral from the member Ólafur. Jón has a family and wants it to be stronger. You knocked on his door, said that Ólafur sent you, and he readily invited you in. You now have the opportunity to talk and teach about families.

1. Practice: In companionships, take the role of Jón and the missionary. Have Jón and the missionary ask and answer questions regarding each other's families. For example, ask, "Do you have a brother?" Then, have Jón ask what he can do to have a stronger family. The missionary should give insightful suggestions.

2. Re-practice: Look up phrases that you would like to share with Jón about strengthening the family. Connect the verbs to the verb *eiga* with *að* (*Þeir eiga **að** syngja saman*). Ask the teacher for help forming phrases. Repeat the practice above and use some of the new counsel you have found.

Additional Scenario(s)

- Look up the numbers one through four and their declensions. Practice adding the numbers to the number of brothers, sisters, and siblings you have.

- Prepare a talk about the family. Start by introducing your family, then teach about the family (consider using *The Family: A Proclamation to the World* and *Preach My Gospel*), then give counsel on how the family can be strengthened.

Eiga, þurfa, verða (should, need, must)

	Við eigum *We should*			**að lesa** *read*	**í Mormónsbók** *in the Book of Mormon*	**á hverjum degi** *every day*
Já, *Yes,* **Nei,** *No,* **Jú*,** *Yes,* **...en...** *...but...* **...og...** *...and...* **...eða...** *...or...* **Ég veit að...** *I know that...*	**Ég á** *I should*	**Við eigum** *We should*	**(ekki)** *(not)*	**að halda** *[to] keep*	**boðorðin** *the commandments*	**alltaf** *always*
	Þú átt *You should*	**Þið eigið** *You (all) should*		**að biðja (varðandi)** *[to] pray (concerning)*	**endurreisnina** *the Restoration*	**um morguninn** *in the morning*
	Hann/hún/það á *He/She/It should*	**Þeir/Þær/Þau eiga** *They should*		**að lesa (um)** *[to] read (about)*	**sáluhjálparáætlunina** *the Plan of Salvation*	**um kvöldið** *in the evening*
	Ég þarf *I need*	**Við þurfum** *We need*		**að læra (um)** *[to] learn (about)*	**(í) Mormónsbók** *(in) the Book of Mormon*	**í dag** *today*
	Þú þarft *You need*	**Þið þurfið** *You (all) need*		**að endurfæðast** *[to] be reborn*	**bæklinginn** *the pamphlet*	**á hverjum degi** *every day*
	Hann/hún/það þarf *He/She/It needs*	**Þeir/Þær/Þau þurfa** *They need*		**að fara** *[to] go*	**í kirkju** *to church*	**í hverri viku** *every week*
	Ég verð *I must*	**Við verðum** *We must*		**að láta skírast** *[to] be baptized*	**skírlífislögmálið** *the law of chastity*	**í kvöld** *tonight*
	Þú verður *You must*	**Þið verðið** *You (all) must*		**að breytast** *[to] change oneself*	**Vísdómsorðið** *the Word of Wisdom*	**aftur** *again*
	Hann/Hún/Það verður *He/She/It must*	**Þeir/Þær/Þau verða** *They must*		**að iðrast** *[to] repent*	**tíundarlögmálið** *the law of tithing*	**á morgun** *tomorrow*

Þurfum við að láta skírast aftur?
Do we need to be baptized again?

Já, þið eigið að láta skírast aftur.
Yes, you (all) should be baptized again.

Verð ég að fara í kirkju á hverjum degi?
Must I go to church every day?

Nei, en þú átt að fara í kirkju í hverri viku.
No, but you should go to church every week.

Á ég ekki að biðja varðandi endurreisnina núna?
Shouldn´t I pray concerning the Restoration now?

Jú*, þú átt að biðja núna.
Yes, you should pray now.

* – *Jú* is used when answering a question that is asked with a negative (shouldn't we…). *Jú* means yes (we should).

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about various commandments

Scenario

You and your companion are teaching a man named Nikulás. You have just started discussing what you will be covering in your lesson today.

1. Practice: Practice giving a simple overview (see the section entitled *How to Begin Teaching* on pages 176-177 in *Preach My Gospel*) of what you will teach about the various commandments. Help Nikulás to understand that he will need to study and learn on his own as well. Make sure to use *eiga, þurfa,* and *verða* as well.

2. Re-practice: After teaching Nikulás in greater detail about the various commandments, he begins to ask questions such as, "Þarf ég að fara í kirkju í hverri viku?" and "Á ég að láta skírast aftur?" One person will act as Nikulás while the other will act as the missionary. Practice asking and answering various questions about the commandments. Switch roles.

Additional Scenario(s)

- After church one day, a man walks into the building and says that he is trying to change his life. He asks for guidance on what he should do to repent. Tell him what he should, needs to, and must do to feel the power of the Atonement in his life.
- While shopping for the week, you and your companion discuss what foods you need to buy. With your companion, discuss the foods you will need for the coming week, and express the appropriate amount of desire.
- For additional examples of these verbs, see the section entitled *Vikulegur skipulagsfundur* (The Weekly Planning Session) in chapter 8 of *Boða fagnaðarerindi mitt*.

Present Participle: *Er að / Búinn*

Ég er *I am*					**að biðja varðandi** *praying concerning*	**Mormónsbók** *the Book of Mormon*	**í dag.** *today.*
Já, *Yes,*	**Ég er** *I am*	**Við erum** *We are*	**(ekki)** *(not)*	**(búinn)*(m sg)** *(have/done)*	**að biðja varðandi/um** *praying concerning / asking for*	**frí** *time off (a break)*	**á sunnudaginn** *on Sunday*
Nei, *No,*	**Þú ert** *You are*	**Þið eruð** *You (all) are*		**(búin)*(f sg)** *(have/done)*	**að lesa** *reading*	**bæklinginn** *the pamphlet*	**í kvöld** *tonight*
...en... *...but...*	**Hann/Hún/Það er** *He/She/It is*	**Þeir/Þær/Þau eru** *They are*		**(búið)*(n sg)** *(have/done)*	**að hætta** *quitting*	**að reykja** *smoking*	**í gær** *yesterday*
...og... *...and...*	**Trúarnemar (m pl) okkar eru** *Our investigators are*			**(búnir)*(m pl)** *(have/done)*	**að klára** *finishing*	**að drekka** *drinking*	**í vikunni** *this week*
...eða... *...or...*	**Félagi (m sg) minn er** *My companion is*			**(búnar)*(f pl)** *(have/done)*	**að tala við** *talking with*	**vini þína** *your friends*	**núna** *now*
	Leiðtogar (m pl) okkar eru *Our leaders are*			**(búin)*(n pl)** *(have/done)*	**að hringja í** *calling (on the phone)*	**trúarnema okkar** *our investigator*	**nú þegar** *already*
	Greinarforseti (m sg) okkar er *Our Branch President is*				**að halda** *keeping*	**boðorðin** *the commandments*	**seinna** *later*
	Greinartrúboðsleiðtogi (m sg) okkar er *Our Branch Mission Leader is*				**að láta skírast** *being baptized*	**Vísdómsorðið** *the Word of Wisdom*	**áður** *before*
					að iðrast *repenting*	**skírlífislögmalið** *the Law of Chastity*	**aftur** *again*

Ert þú búinn að lesa í Mormónsbók í dag?
Have you read in the Book of Mormon today?

Nei, en ég er að lesa í Mormónsbók núna.
No, but I am reading in the Book of Mormon now.

Er greinartrúboðsleiðtogi okkar búinn að hringja í trúarnema okkar?
Has our Branch Mission Leader called our investigator?

Já, hann er búinn að hringja í hann.
Yes, he has called him.

Er hún að hætta að reykja í dag?
Is she quitting smoking today?

Nei, hún er búin að hætta að reykja nú þegar.
No, she has quit smoking already.

* – When *búinn* is used, it means *have* or *done*. *Ég er búinn að lesa* means *I have read*. In the context of this board display, however, it is perhaps easiest to think of it in its more literal sense: *I am done reading. Búinn* should be used according to the gender and number of the noun or pronoun it is referring to.

Function: Asking about and describing actions and events
Context: Following up on commitments

Scenario

You are calling your investigator Björn on the phone. In the last appointment, Björn committed to do a number of things to prepare himself to be baptized. The purpose of your call is to follow up on the things which Björn committed himself to do.

1. Practice: Your companion will play Björn and you will fill the role as the missionary. Ask Björn if he has kept his commitmens. Have Björn respond in an appropriate manner. Switch roles.

2. Re-practice: Björn hasn't kept some of his commitments. Ask him when he plans on completing the things you asked him to do. Switch roles and re-practice.

Additional Scenario(s)

- During weekly planning with your companion, follow up on your companion's goals and ask appropriate questions about their goals. For example, ask: "Have you developed more charity this week?", "Are you working on humility this week?", and so forth.

- The assistants call you up and ask you if you are busy. Explain to them just how busy you are. Have the assistants and the missionaries have a conversation on what they are doing, what they have done, and what they will be doing later, i.e., teaching appointments, zone reports, calling people, upcoming baptisms, etc.

- Additional practice with *búinn að* and other such phrases can be found on page 55-56 of *Learning Icelandic* (the blue one).

Vilja (will) and *skulu* (shall)

Vilt þú	**biðja varðandi Mormónsbók**	**í dag?**
Will you	*pray concerning the Book of Mormon*	*today?*

Já,
Yes,
Nei,
No,
...en...
...but...
...og...
...and...
...eða...
...or...

Question

Vilt þú
Will you

Viljið þið
Will you (all)

Answer

Ég skal **(ekki)**
I shall *(not)*

Við skulum
We shall

láta skírast
be baptized
lesa í Mormónsbók
read in the Book of Mormon
lesa bæklinginn
read the pamphlet
klára kaflana
finish the chapters
skoða heimasíðuna
look at the webpage
tala við vin þinn/minn
talk with your/my friend
iðrast
repent
hætta að reykja
stop smoking
hætta að drekka
stop drinking
hitta með okkur/ykkur
meet with us/you (all)

á fimmta júni
on the fifth of June
í dag
today
á morgun
tomorrow
í vikunni
this week
áður en við komum / þú kemur aftur
before we come / you come again
á sunnudaginn
on Sunday
aftur
again
núna
now
strax
immediately
í kvöld
tonight

Vilt þú lesa bæklinginn í dag?
Will you read the booklet today?

Já, ég skal lesa bæklinginn í dag.
Yes, I shall read the booklet today.

Vilt þú koma í kirkju á sunnudaginn?
Will you come to church on Sunday?

Já, ég skal koma í kirkju á sunnudaginn.
Yes, I shall come to church on Sunday.

Viljið þið hætta að reykja strax?
Will you (all) stop smoking immediately?

Nei, við skulum ekki hætta að reykja strax.
No, we shall not stop smoking immediately.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extending, responding to, and talking about commitment invitations

Scenario

You are in the middle of teaching your investigator Sæmundur when he feels the Spirit touch his heart. He feels that what you are teaching him is true and feels a desire to change. He asks you what he should do to grow closer to God in his life.

1. Practice: In companionships, play the roles of Sæmundur and the missionary. Invite Sæmundur to commit to do something that will help him grow closer to Christ in his life. This should be appropriate to his needs (not given in scenario). Have Sæmundur then accept or reject the commitment. Switch roles.

2. Re-practice: In small groups, play the role of the missionary and members of Sæmundur´s family. As the missionary, extend commitments to a combination of a particular members of Sæmundur´s family or the family as a whole. Have each member of the family respond to personal commitments or have Sæmundur respond for the family as a whole.

Additional Scenario(s)

- You have just met a man on the street and you briefly explain some of the doctrine of Christ to him. Invite him to repent and change his life to grow closer to Christ by extending a commitment invitation to change. Have the man respond by accepting or rejecting the commitment invitation.

- Look in the front of your *Missionary Daily Planner* for the section *Events That Lead to Baptism, Confirmation, and Activity in the Church*. Practice commitment invitation for these topics. Refer to chapter 11 on page 197 in *Boða fagnaðarerindi mitt* for more examples.

- Think of invitations that you could extend to a less-active member that will help you fulfill your purpose (i.e., come to church, give referrals, etc). Write them down.

Past Tense: *Að fá* (to get)

Ég fékk *I got**

að biðjast fyrir varðandi *to pray concerning*

Mormónsbók. *the Book of Mormon.*

Já, *Yes,*
Nei, *No,*
Af Hverju...? *Why...?*
...en... *...but...*
...og... *...and...*
...eða... *...or...*

Question	
Fékk ég *Did I get*	**Fengum við** *Did we get*
Fékkst þú *Did you get*	**Fenguð þið** *Did you (all) get*
Fékk hann/hún/það *Did he/she/it get*	**Þeir/Þær/Þau fengu** *Did they get*

Answer		
Ég fékk *I got*	**Við fengum** *We got*	**(ekki)** *(not)*
Þú fékkst *You got*	**Þið fenguð** *You (all) got*	
Hann/Hún/Það fékk *He/She/It got*	**Þeir/Þær/Þau fengu** *They (m/f/n) got*	

Okkar trúarnemi fékk *Our investigator got*

Félagi minn fékk *My companion got*

(tækifærið) *the opportunity*

að lesa (acc.) *to read*
að klára (acc.) *to finish*
að skoða (acc.) *to look at/over*

að biðjast fyrir varðandi *to pray concerning*
að tala við vin þinn um *to talk with your friend about*
að íhuga varðandi *to ponder concerning*

að iðrast *to repent*
að koma í kirkju *to come to church*

þennan kafla *this chapter*
þennan bækling *this booklet*
heimasíðuna *the homepage*

Joseph Smith *Joseph Smith*
Mormónsbók *the Book of Mormon*
áætlun Guðs *God´s plan*
kirkjuna *the Church*

í gær *yesterday*
á sunnudaginn *on Sunday*

Fékkst þú að lesa þennan bækling?
Did you get to read this booklet?

Nei, ég fékk ekki að lesa hann.
No, I didn´t get to read it.

Fenguð þið tækifærið að biðjast fyrir varðandi Mormónsbók?
Did you (all) get the opportunity to pray concerning the Book of Mormon?

Já, við fengum að biðjast fyrir varðandi Mormónsbók.
Yes, we got to pray concerning the Book of Mormon.

Fékk okkar trúarnemi að koma í kirkju á sunnudaginn?
Did our investigator get to come to church on Sunday?

Nei, en hann fékk að klára Mormónsbók.
No, but he got to finish the Book of Mormon.

* – In this context, *got* means to be able to. *I was able to pray concerning the Book of Mormon*.

Function: Asking about and describing actions and events
Context: Following up on commitments

Scenario

A divorced mother named Ragnheiður heard the message of the restoration a few days ago and she was really excited. You and your companion invited her to do many things to grow her faith in Jesus Christ.

1. Practice: Practice playing the role of Ragnheiður who has failed to keep a commitment and have your companion follow up with you. Keep in mind Elder Holland´s council to "be devastated" (see *Preach My Gospel* p.8). Also, think of and practice proper ways to commend Ragnheiður when she has kept her commitments.

2. Re-practice: With your companion discuss the progress of an investigator you are currently teaching. Talk about whether they have or haven't kept commitments and discuss possible concerns with your companion as if he is new to the area and doesn't know the investigator. Refer also to the board display with *búinn að* on page 22.

Additional Scenario(s)

- While reporting on an investigator in Missionary Coordination Meeting, it is helpful to let the members know what your companionship has or hasn´t been able to teach him or her. Practice giving a report to the Branch Mission Leader about an investigator you are teaching and what you have been able to teach him or her about. Report on what commitments they have or haven´t kept.

- Ask your companion whether or not he has had the chance to do any of the following today:
  - Read in *Preach My Gospel*
  - Brush his teeth
  - Exercise outside
  - Sing a hymn
  - Find and teach a new investigator

  If he hasn't, ask him why not.

- Follow up with your companion on something he said he was going to do. Encourage him and help him reach his worthwhile goals.

Að biðja (to pray)

Ég bið *I pray* | **til þess að** *in order to* | **vita** *know* | **að Guð er til.** *that God is there.*

Ég bið *I pray*	**Við biðjum** *We pray*	**(ekki)** *(not)*
Þú biður *You pray*	**Þið biðjið** *You (all) pray*	**(til Guðs)** *(to God)*
Hann/Hún/Það biður *He/She/It prays*	**Þeir/Þær/Þau biðja** *They pray*	

til þess að
in order to

Já,
Yes,
Nei,
No,
...en...
...but...
...og...
...and...
...eða...
...or...
Af hverju...?
Why...?
Ég veit að ef...
I know that if...
...þá munt þú...
...then you will...
...þá munuð þið...
...then you (all) will...
Notice inverted word order above

Getur þú beðið...?
Can you pray...?
Vilt þú biðja upphátt...?
Will you pray aloud...?

finna fyrir (dat.)
feel
finna (acc.)
find
fá (acc.)
get/receive
leita (gen.)
seek

elsku Krists (acc./dat./gen.)
Christ´s love
frið (acc.)
peace
leiðbeiningu (acc./dat.)
direction
heilags anda (gen.)
the Holy Ghost

iðrast
repent
koma nær Guði
come closer to God

vita
know
fá að vita
get/come to know

að Joseph Smith var spámaður
that Joseph Smith was a prophet
að Guð er til
that God is there
sanleiksgildi Mormónsbókar
the truthfulness of the Book of Mormon
sannleikann
the truth

Biður þú til Guðs?
Do you pray to God?
Já, ég bið til þess að fá leiðbeiningu.
Yes, I pray in order to receive direction.
Nei, ég bið ekki til Guðs.
No, I don´t pray to God.

Vilt þú biðja til þess að koma nær Guði?
Will you pray to come closer to God?
Já, ég mun biðja til að koma nær Guði.
Yes, I will pray to come closer to God.
Ég veit að ef þú biður, þá munt þú koma nær Guði.
I know that if you pray, then you will come closer to God.

Function: Asking and answering questions of cause and effect
Context: Teaching others how to pray

Scenario

You are following up with Siggi, your investigator. He has been diligently reading in the Book of Mormon and loves to meet with you. However, Siggi has not yet prayed. Siggi says that he really wants to know if what the things you are teaching him are true. He also wants to feel closer to God

1. Practice: In pairs, take the role of Siggi and the missionary. As the missionary, practice explaining to Siggi why we should pray. As Siggi, ask questions as to why we pray. Switch roles.

2. Re-practice: Have the missionaries practice committing Siggi to pray by extending the commitment invitation, then, have Siggi respond to their invitation by accepting, asking a question, expressing a concern, and so forth. Let the missionary then testify about prayer and promise blessings.

Additional Scenario(s)

- You meet a man on the street who expresses emptiness in his life. He says that he feels alone in the world and that there is no one who can help him. Teach him about God as his loving Heavenly Father. Ask him if he prays. Show how he can communicate with God through prayer.

- You are called on in church by the bishop to share with the congregation your testimony of prayer and why you pray. Share with the congregation your testimony of and purpose for praying.

- You have just asked your investigator Jón why he prays. In pairs, have one play Jón, and the other be the missionary. Have Jón explain why he prays, and have the missionary check for understanding by starting with the phrase: *Ef ég skil rétt…* (if I understand correctly…).

Present/Past Going

Ég fór			**í kirkju**	**í gær.**
I went			*to church*	*yesterday.*

Present

			(all in acc.)	
Ég fer	**Við förum**	**(ekki)**	**í kirkju**	**klukkan eitt á sunnudögum**
I go	*We go*	*(not)*	*to church*	*at 1 o´clock on Sundays*
Þú ferð	**Þið farið**		**á fund**	**á sunnudögum**
You go	*You (all) go*		*to a meeting*	*on Sundays*
Hann/Hún/Það fer	**Þeir/Þær/Þau fara**		**í strætó**	**til þess að fara í kirkju**
He/She/It goes	*They go*		*on the bus*	*in order to go to church*
			á sakramentissamkomu	**síðasta viku (acc.)**
			to sacrament meeting	*(in the) last week*
			í sunnudagaskóla	**einu sinni (dat.)**
			to Sunday school	*once / one time*
			á prestdæmisfund	**á hverjum degi**
			to priesthood meeting	*every day*
			á líknarfélagsfund	**í hverri viku**
			to Relief Society meeting	*every week*
			í Barnafélagið	**í gær**
			to Primary	*yesterday*
			á kvöldvökuna	**í kvöld**
			to the fireside	*tonight*

Past

Ég fór	**Við fórum**
I went	*We went*
Þú fórst	**Þið fóruð**
You went	*You (all) went*
Hann/Hún/Það fór	**Þeir/Þær/Þau fóru**
He/She/It went	*They went*

Konur fara
Women go
Menn fara
Men go
Börn fara
Children go

Já,
Yes
Nei,
No,
Hvenær…?*
When…?
Hvert…?*
To where…?
...en...
...but...
...og...
...and...
...eða...
...or...
...þá...
...then...

Hvenær farið þið í kirkju?
When do you (all) go to church?
Fórst þú á sakramentissamkoma í gær?
Did you go to sacrament meeting yesterday?
Farið þið í strætó til þess að fara í kirkju?
Do you (all) go on the bus in order to go to church?

Við förum í kirkju klukkan eitt á sunnudögum.
We go to church at 1 o´clock on Sundays.
Já, og ég fór í sunnudagaskóla líka.
Yes, and I went to Sunday school too.
Já, við förum í strætó í hverri viku.
Yes, we go on the bus every week.

* – When using question words you still reverse the pronoun and the verb (see examples towards bottom of page).

Function: Asking about and describing actions and events
Context: Teaching investigators about church

Scenario

1. Practice: You are teaching Bára, a very enthusiastic investigator. She has expressed interest in attending our worship services and you have the opportunity to explain the various meetings at church. Teach her about what goes on during church on a typical Sunday. One missionary will act as Bára while the other will act as the missionary. Switch roles.

2. Re-practice: Bára says she wants to come. Tell her about how you typically go to church (the bus). You remember that there is also a special fireside on Sunday evening. Tell her about that as well. Bára expresses a concern of not knowing if she can find a babysitter for her three younger children. Tell her about the Primary. Switch roles.

Additional Scenario(s)

- Plan out part of the Restoration lesson about Joseph Smith. Write how to explain where Joseph Smith went, why, and in what order he did things. Then practice teaching as if you were on a bus and the person sitting next to you is a curious man named Kári who is wondering about Joseph Smith.

- With your white handbook, list places where missionaries do not go (in the pool, to movies, to parties, etc.). Practice explaining these to a swarming group of teenagers.

- You and your companion know that you need to go downtown tomorrow. Ask and discuss when (what time of day) you will do that.

Að geta and *að hafa* + Past Participles

Fjölskyldur geta				**verið**	**saman að eilífu.**	
Families can				*be*	*together for eternity.*	
				(all past participles)		
Já,	**Ég get**	**Við getum**	**(ekki)**	**verið (nom.)**	**saman að eilífu**	**eilíf fjölskylda**
Yes,	*I can*	*We can*	*(not)*	*be/been*	*together for eternity*	*eternal family*
Nei,	**Þú getur**	**Þið getið**		**orðið (nom.)**	**hamingjusamur***	**hjá Guði**
No,	*You can*	*You (all) can*		*become*	*happy*	*with God*
Ég veit að...	**Hann/Hún/Það getur**	**Þeir/Þær/Þau geta**		**fengið (acc.)**	**frið**	**öryggi**
I know that...	*He/She/It can*	*They can*		*receive/received*	*peace*	*safety*
...en...	**Ég hef**	**Við höfum**		**haft (acc.)**	**gleði**	**andann**
...but...	*I have*	*We have*		*have/had*	*joy*	*the Spirit*
...og...	**Þú hefur**	**Þið hafið**		**fundið (acc.)**	**styrk**	**elsku Krists**
...and...	*You have*	*You (all) have*		*find/found*	*strength*	*Christ's love*
...eða...	**Hann/Hún/Það hefur**	**Þeir/Þær/Þau hafa**		**notið (gen.)**	**hamingju**	**athvarfs frá heiminum**
...or...	*He/She/It has*	*They have*		*enjoy/enjoyed*	*happiness*	*refuge/shelter from the world*
	Satan hefur			**kennt (dat.+acc.)**	**mér/þér/okkur**	**(um)** ritningarnar**
	Satan has			*teach/taught*	*me/you/us*	*about the scriptures*
	Fjölskyldur geta			**hjálpað (dat.)**	**börnum**	**(um) áætlun Guðs**
	Families can			*help/helped*	*children*	*about God´s plan*
	Foreldrar mínir hafa			**lært**		**(um) Jesú Krist**
	My parents have			*learn/learned*		*about Jesus Christ*

Get ég kennt börnum um ritningarnar?
Can I teach children about the scriptures?

Já, þú getur kennt börnum um ritningarnar.
Yes, you can teach children about the scriptures.

Hefur Satan kennt okkur um Jesú Krist?
Has Satan taught us about Jesus Christ?

Nei, Satan hefur ekki kennt okkur um Jesú Krist.
No, Satan has not taught us about Jesus Christ.

Höfum við ekki fengið hamingju?
Haven´t we recevied happiness?

Jú, við höfum fengið hamingju og frið.
Yes, we have received happiness and peace.

* – Be sure to conjugate *hamingjusamur*. See the board display on page 34.
** – When using a verb like að *kenna (dat.+acc.)* the *um* is not necessary, the noun will be in the accusative case. *Hann hefur kennt mér (dat.) ritningarnar (acc.).*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching *The Gospel Blesses Families*

Scenario

1. Practice: You are visiting a wonderful member family and have been asked to teach the Family Home Evening lesson. You have decided to share a message on how the gospel helps families. Consider sharing your own experiences how the gospel has blessed you and your family. Teach principles from the heart and of your own conviction. Remember to bear testimony. Switch roles.

2. Re-practice: You are working with an investigator (Steinþór, played by your companion) who is unsure about his family. Teach him about the principle of families. Try expanding your speaking ability by using other phrases like *ef* (if), *af því að* (because), and others. Bear testimony of God's love for families and what the result of that love is. Then switch roles. Ask your teacher for help when necessary.

Additional Scenario(s)

- Find additional past participles for words like *að styrkja, að vinna,* and *að sjá.* Write 10 sentences of things you can do each day to fulfill your missionary purpose. Be a little creative, but focus on different activities you can do to fulfill your purpose other than just tracting. Read a few sentences aloud to check that you understand the principle.

- Explain to a new contact (Tryggvi) when you can meet (*að hittast*) and when you cannot. Ask him when you can teach him.

The Future Tense

Ég ætla að *I plan to*		lesa í Mormónsbók *read in the Book of Mormon*	rétt bráðum. *very soon.*

Já,
Yes,
Nei,
No,
Hvenær...?
When
...en...
...but...
...og...
...and...
...eða...
...or...

Ég ætla að *I plan to*	**Við ætlum að** *We plan to*	**lesa í Mormónsbók** *read in the Book of Mormon*	**á morgun** *tomorrow*
Þú ætlar að *You plan to*	**Þið ætlið að** *You (all) plan to*	**láta skírast** *be baptized*	**rétt bráðum** *very soon*
Hann/Hún/Það ætlar að *He/She/It plans to*	**Þeir/Þær/Þau ætla að** *They plan to*	**bjóða öðrum að læra** *invite others to learn*	**núna** *now*
Ég mun *I will*	**Við munum** *We will*	**koma í kirkju** *come to church*	**á sunnudaginn** *on Sunday*
Þú munt *You will*	**Þið munuð** *You (all) will*	**biðja til Guðs** *pray to God*	**í kvöld** *tonight*
Hann/Hún/Það mun *He/She/It will*	**Þeir/Þær/Þau munu** *They will*	**hafa fjölskyldukvöld** *have Family Home Evening*	**á mánudaginn** *on Monday*
Ég skal *I shall*	**Við skulum** *We shall*	**fara í musterið** *go to the temple*	**næsta viku** *next week*
Þú skalt *You shall*	**Þið skuluð** *You (all) shall*	**lifa samkvæmt skírlífislögmálið** *live the Law of Chastity*	**í dag** *today*
Hann/Hún/Það skal *He/She/It shall*	**Þeir/Þær/Þau skulu** *They shall*	**hlýða Vísdómsorðinu** *obey the Word of Wisdom*	**strax** *immediately*

Ætlar þú að láta skírast á morgun?
Do you plan to be baptized tomorrow?

Nei, ég skal láta skírast næsta viku.
No, I shall be baptized next week.

Munuð þið hafa fjölskyldukvöld á mánudaginn?
Will you (all) have Family Home Evening on Monday?

Já, við ætlum að hafa fjölskyldukvöld á mánudaginn.
Yes, we plan to have Family Home Evening on Monday.

Ætlar þú að koma í kirkju á sunnudaginn?
Do you plan to come to church on Sunday?

Já, ég mun koma í kirkju á sunnudaginn.
Yes, I will come to church on Sunday.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Helping investigators plan in order to keep commitments

Scenario

You are teaching a young man named Davíð that is very prepared and excited to be baptized. You have come to the appointment with a baptismal calendar to help him plan his journey to the waters of baptism.

1. Practice: In companionships, take the role of the missionaries and Davíð. Help him to plan to meet the various requirements for baptism.

2. Re-practice: An important part of preparing someone for baptism is helping them to plan what happens after baptism. With Davíð, help him to plan out the various things that follow baptism. Things to include may be his confirmation, ordination to the priesthood, going to the temple, etc.

Additional Scenario(s)

- One day, one of your most receptive investigators starts to ask questions about being a missionary. He says that he would like to serve a mission someday if possible. Have a dialog between this soon-to-be recent convert and the missionaries as to when they do what.

Decide whether you should use *eiga*, *hafa*, or *vera með* for "have" in English. *Eiga* is used to demonstrate ownership or social relationships. *Hafa* is used to show possession of something intangible, or impossible to own, e.g., ideas. *Vera með* is used to show a physical possession of items, body parts, and things that are not owned, but carried (like a cold). Hint: For *eiga*, try inserting "own" in place of "have" and see if the sentence still says what you intended—if it does, use *eiga*.

---

1. I have an idea.
2. I have two sisters.
3. He has a pencil in his pocket.
4. Do you have some paper I could borrow?
5. Do they have a car?
6. I want to have a good time.
7. Do you have your glasses?
8. I have glasses, but I do not have them with me.
9. I have some pens, but they are not mine.
10. She has some interesting opinions.
11. How many friends do you have?
12. She has a sharp tongue.
13. I want to have happiness in life.
14. We have some pamphlets in our bags.
15. They have the flu.
16. We have brown eyes and brown hair.
17. She has good parents.
18. He has a lot of experience with teaching.
19. They have two cars in their driveway.
20. Do you have a little brother?
21. He has quite a few friends.
22. Does he have any bacon in the fridge?
23. Do you have a computer?
24. She has a nice house.
25. It has a broken sprocket.
26. We will have a great time together.
27. What have I got in my pocket?
28. God has a great love for all His children.
29. Where did you have it last?
30. Do you have a companion?
31. Does he have the remote?
32. Does he have a TV?

Eiga, hafa, vera með

Já, *Yes,*
Nei, *No,*
...en... *...but...*
...og... *...and...*
...eða... *...or...*

Átt þú *Do you have*			**fjölskyldu?** *a family?*	
Ég á *I own/have*	**Við eigum** *We own/have*	**(ekki*)** *(not)*	**fjölskyldu** *a family*	**bræður** *brothers*
Þú átt *You own/have*	**Þið eigið** *You (all) own/have*	**	**marga vini í kirkjunni** *many friends in the church*	**systur** *sisters*
Hann/Hún/Það á *He/She/It owns/has*	**Þeir/Þær/Þau eiga** *They own/have*		**bíl** *car*	**hjól** *bike*
Ég er með *I am with / have*	**Við erum með** *We are with / have*		**strætó kort** *bus card*	**spariföt** *Sunday clothes*
Þú ert með *You are with / have*	**Þið eruð með** *You (all) are with / have*		**Mormónsbók** *a Book of Mormon*	**Biblíu** *Bible*
Hann/Hún/Það er með *He/She/It is with / has*	**Þeir/Þær/Þau eru með** *They are with / have*		**bæklinginn** *the pamphlet*	**nafnspjaldið okkar** *our card (with phone number)*
Ég hef *I have*	**Við höfum** *We have*		**kvef** *cold*	**höfuðverk** *headache*
Þú hefur *You have*	**Þið hafið** *You (all) have*		**spurningar** *questions*	**áskoranir og áhyggjur** *challenges and concerns*
Hann/Hún/Það hefur *He/She/It has*	**Þeir/Þær/Þau hafa** *They have*		**trú á Jesú Krist** *faith in Jesus Christ*	**væntingar af heimsókn okkar** *expectations for our visit*

Átt þú Mormónsbók?
Do you own the Book of Mormon?
Já, ég á Mormónsbók.
Yes, I own the Book of Mormon.

Ert þú með bæklinginn?
Do you have (are you with) the pamphlet?
Nei, ég er ekki með bæklinginn.
No, I don´t have (am not with) the pamplet.

Hafið þið væntingar af heimsókn okkar?
Do you (all) have expectations for our visit?
Já, við höfum væntingar af heimsókn ykkar.
Yes, we have expectations for your visit.

* – With *vera með*, *ekki* is placed directly after the form of *að vera* and before *með*. *Ég er **ekki** með Mormónsbók.*
** – The arrows here help you to know which form of *have* you should use. Refer to the *Conceptual Practice* activity on the previous page for additional information.

Function: Asking about and expressing possession and ownership
Context: *How to Begin Teaching* and helping investigators come to church

Scenario

While riding the bus yesterday you coincidentally sat next to Hallgerður, a less-active member. She invited you over to share a message.

1. Practice: You are now at the appointment. With the teacher acting as Hallgerður, ask questions to get to know Hallgerður and understand her situation better. Hallgerður will respond appropriately and ask the missionaries questions as well. Ask her if she has a family. If she does, invite the members of the family to join the lesson. Include other elements from *How to Begin Teaching* on pages 176-177 in *Preach My Gospel*.

2. Re-practice: After getting to know her, you discover her concern with coming to church. Help her to resolve this concern and then help her to plan how she will come to church. For example, will she take the bus or drive a car? Does she have any family that would be going that could help her?

Additional Scenario(s)

- Think of 10 things that you feel are important for every missionary to have. Look up the appropriate words for these things in the dictionary and write sentences. For example, you could start your sentences with this phrase: "All missionaries should have…" (*Allir trúboðar eiga að eiga / hafa / vera með…*). Be sure to use the appropriate form of *have* plus the accusative form of the words you have looked up.

- You have just met the missionaries who have just arrived in Iceland. On the way from the Keflavík airport, get to know a little bit more about them by asking them questions about what they *have*. The new missionaries should respond appropriately.

Adverbs of Time (Accusative)

Vilt þú		**láta skírast**	**eftir**	**þrjár**				**vikur?**
Will you		*be baptized*	*in*	*three*				*weeks?*

Question

Vilt þú
Will you

Viljið þið
Will you (all)

Answer

Ég skal **(ekki)**
I shall *(not)*

Við skulum
We shall

Já,
Yes,

Nei,
No

Hvenær...?
When...?

hitta með okkur
meet with us

hitta greinarforsetann
meet the Branch President

lesa í Mormónsbók
read in the Book of Mormon

láta skírast
be baptized

koma í kirkju
come to church

hætta að drekka
stop drinking

hætta að reykja
stop smoking

greiða tíund
pay tithing

eftir (acc)
in (after some time)

í (acc)
for (for the duration of)

Masculine (all acc.)

einn	**tvo**	**þrjá**	**fjóra**	**dag [daga]**
one	*two*	*three*	*four*	*day [days]*
marga				**mánuð [mánuði]**
many				*month [months]*
nokkra				**klukkutíma [klukkutíma]**
a few				*hour [hours]*

Feminine (all acc.)

eina	**tvær**	**þrjár**	**fjórar**	**viku [vikur]**
one	*two*	*three*	*four*	*week [weeks]*
margar				**mínútu [mínútur]**
many				*minute [minutes]*
nokkrar				**sekúndu [sekúndur]**
a few				*second [seconds]*

Neuter (all acc.)

eitt	**tvö**	**þrjú**	**fjögur**	**ár [ár] (n)**
one	*two*	*three*	*four*	*year [years]*
mörg				
many				
nokkur				
a few				

Vilt þú láta skírast eftir fjórar vikur?
Will you be baptized in four weeks?

Nei, ég skal ekki láta skírast eftir fjórar vikur.
No, I shall not be baptized in four weeks.

Hvenær vilt þú láta skírast?
When do you want to be baptized?

Ég skal láta skírast eftir tvo mánuði.
I shall be baptized in two months.

Viljið þið hætta að reykja eftir eina viku?
Will you (all) quit smoking in one week?

Já, við skulum hætta að reykja eftir eina viku.
Yes, we shall quit smoking in one week.

Function: Asking and answering questions of time, date, and location
Context: Extending, responding to, and resolving concerns with commitment invitations

Scenario

You and your companion are teaching a man named Bergur. He is enthusiastic about the message and excited to learn. You have taught Bergur several times and he has accepted an invitation to be baptized in two months.

1. Practice: During companionsip study, you decide to practice teaching Bergur. In companionships, have one missionary play the role of the missionaries and the other the role of Bergur. You plan to teach him about the requirements for baptism and give him a baptismal calendar. Practice inviting him to do certain things within a certain amount of time. As Bergur reacts to these invitations, be prepared to ask him when he wants to do certain things. Work with him so that he is committed to the goals he makes.

2. Re-practice: During lunch, you get a call from Bergur. Bergur explains that he will not be able to make his appointment today because he got a call from his brother out in Selfoss who needs his help with some family business. With one missionary taking the role of the missionary and the other as Bergur, find out how long Bergur will be out of town. Also ask when he is returning. You may also think about rescheduling the baptism among other things.

Additional Scenario(s)

- With the board display entitled *Adverbs of Time (Dative)* found on page 54, write a letter in Icelandic about your journey as a missionary. Tell them where you were, how long you were in each area, where you will be going afterwards. For this activity, be sure to use the past tense of *að vera* to be able to say phrases such as: “I was in the MTC for one week”, and so forth.

Impersonal Sentences (Accusative)

Mig*	**langar**	**að biðja.**
I	*want*	*to pray.*

Já
Yes
Nei,
No,
Hvað...?
What...?
...en...
...but...
...og...
...and...
...eða...
...or...

All Accusative

Mig	**Okkur**	**langar í**	**(ekki**)**	**Mormónsbók**	**Biblíuna**
I	*We*	*want(s) (object)*	*(not)*	*the Book of Mormon*	*the Bible*
Þig	**Ykkur**	**vantar**		**fagnaðarerindið**	**styrk**
You	*You (all)*	*need(s)/lack(s)*		*the gospel*	*strength*
Hann/Hana/Það	**Þá/Þær/Þau**	**skortir**		**hamingju**	**trú á Jesú Krist**
He/She/It	*They (m/f/n)*	*lack(s)*		*happiness*	*faith in Jesus Christ*
Trúarnema okkar				**Guð í lífinu**	**von**
Our investigator/s				*God in life*	*hope*
Alla				**stuðning**	**hjálp**
Everybody				*support*	*help*
Félaga minn		**langar**		**að láta skírast**	**að deila fagnaðarerindinu**
My companion		*want(s) (to do sth)*		*to be baptized*	*to share the gospel*
				að biðja	**að koma í kirkju**
				to pray	*to come to church*
				að hætta að reykja	**að fá fyrirgefningu**
				to stop smoking	*to receive forgiveness*
				að koma nær Guði	**að fyrirgefa**
				to come closer to God	*to forgive*

Langar þig í Mormónsbók?
Do you want the Book of Mormon?
Nei, mig langar að lesa Bíblíuna.
No, I want to read the Bible.

Skortir ykkur trú á Jesú Krist?
Do you lack faith in Jesus Christ?
Nei, okkur skortir ekki trú á Jesú Krist.
No, we do not lack faith in Jesus Christ.

Vantar hana stuðning?
Does she need/lack support?
Já, hana vantar stuðning.
Yes, she needs/lacks support.

* – Accusative takes the place of the nominative subject, i.e., *ég* becomes *mig*, *þeir* becomes *þá*, etc.
** – With *langar í*, *ekki* comes after *langar* and before *í*. *Mig langar **ekki** í Mormónsbók.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Asking questions in order to teach to meet needs

Scenario

Upon meeting a couple, Jón and Helga, on the bus and talking with them for a while, they open up and tell you that their life is missing something. They need something, but they are not sure what it is.

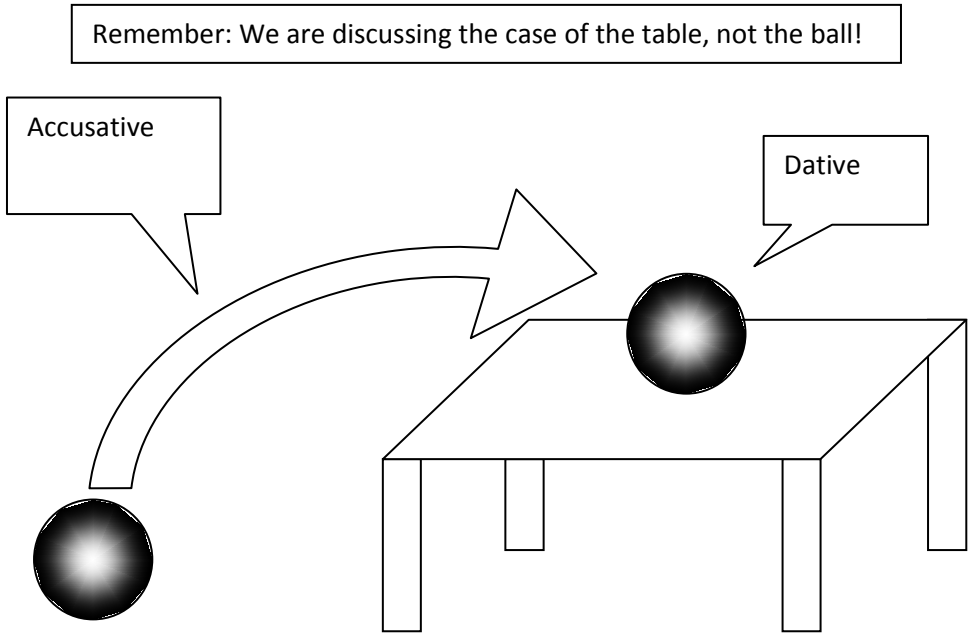
1. Practice: In companionships, take the role of Jón and Helga, and the missionaries. As Jón and Helga, ask the missionaries what is missing in your life. As the missionaries, strive to understand by asking questions about what they want in life, and then tell Jón and Helga what is missing.

2. Re-practice: Switch Roles.

Additional Scenario(s)

- In companionships, discuss what you want and what you need as a missionary. Look up the appropriate words in the dictionary, and put them into accusative.

- Your companion is ill. Tell him what he is lacking or could use more of in order to get well again.


Remember: We are discussing the case of the table, not the ball!
Accusative
Dative

Conceptual Practice: Applying the Appropriate Case

Decide when to use the accusative and dative cases in certain prepositional phrases. If the phrase is describing movement to something, then the noun is in accusative. If the phrase is describing the location of something, then the dative case is used. Read the sentences below in English and decide if the underlined object should be in the accusative or dative case.

---

1. He is in the room.
2. I went in the room.
3. You are standing on the table.
4. I went over the desk.
5. It is under the lamp.
6. I placed it on the table.
7. He is wearing a nice sweater.
8. She put on an ugly sweater.
9. That is over the computer.
10. The computer is sitting in a box.
11. I put the ball on the table.
12. I am standing on the table.
13. The picture is hanging on the wall.
14. The picture hangs on the wall.
15. He put a cherry on my ice cream.
16. Are the files in the computer?
17. The boy set the computer under the table.
18. The computer sits under the desk.
19. The laundry is hanging on the line.
20. She hangs the laundry on the line.
21. I sit in the chair.
22. I set the pen in the chair.
23. Come in the room.
24. The pickles are in the jar in the fridge.
25. Put the pickles that are in the jar in the fridge.
26. I put bacon on buttered biscuits.
27. I laid a new floor.
28. I lie on the new floor.
29. The cow jumped over the moon.
30. The dog sat on the cow.
31. The cheese is on the sandwich.
32. Why are you wearing that tie?

Dative Verbs

Jesús Kristur mun	**hjálpa**	**þér**	**að hætta að reykja.**
Jesus Christ will	*help*	*you*	*to stop smoking.*

Já,
Yes,
Nei,
No,
Ég veit að…
I know that…
Ef...
If...
...þá...
...then...
...og...
...and...
...eða...
...or...

Ég mun *I will*	**Við munum** *We will*	**(ekki)** *(not)*	**hjálpa (dat.)** *help*	*(all dative)* **mér** *me*	**okkur** *us*	**að Mormónsbók er sönn** *that the Book of Mormon is true*
Þú munt *You will*	**Þið munuð** *You (all) will*		**kenna* (dat. + acc.)** *teach*	**þér** *you*	**ykkur** *you (all)*	**að biðja til Guðs** *to pray to God*
Hann/Hún/Það mun *He/She/It will*	**Þeir/Þær/Þau munu** *They will*		**segja* (dat. + acc.)** *tell*	**honum/henni/því** *him/her/it*	**þeim** *them (m, f, n)*	**að koma til Krists** *to come unto Christ*
Guð mun *God will*			**gefa* (dat. + acc.)** *give*	**öðrum** *others*		**að hætta að reykja** *to stop smoking*
Jesús Kristur mun *Jesus Christ will*			**sýna* (dat. + acc.)** *show*	**öllum** *everyone*		*(all accusative)*
Heilagur andi mun *The Holy Ghost will*			**svara (dat.)** *answer*	**Guði** *God*		**Mormónsbók** *the Book of Mormon*
Satan mun *Satan will*			**fylgja (dat.)** *follow*	**spurningum** *questions*		**fagnaðarerindið** *the gospel*
Spámaðurinn mun *The prophet will*			**trúa (dat.)** *believe*	**Jesú Kristi** *Jesus Christ*		**kirkjuna** *the church*
			hlýða (dat.) *obey*	**bænum mínum/þínum** *my/your prayers*		**sannleikann** *the truth*

Mun Guð svara bænum mínum?
Will God answer my prayers?

Mun heilagur andi segja mér að Mormónsbók er sönn?
Will the Holy Ghost tell me that the Book of Mormon is true?

Hvernig mun Guð hjálpa mér?
How will God help me?

Já, ég veit að Guð mun svara bænum þínum.
Yes, I know that Goð will answer your prayers.

Já, hann mun sýna þér að Mormónsbók er sönn.
Yes, he will show you that the Book of Mormon is true.

Ef þú munt hlýða Jesú Kristi, þá mun Guð hjálpa þér.
If you will obey Jesus Christ, then Goð will help you.

* – These verbs have dative indirect objects and accusative direct objects. *Við munum kenna honum (dat.) fagnaðarerindið (acc.).*

Function: Asking about and describing actions and events
Context: Promising people blessings

Scenario

You are teaching Lárus who you met for the first time yesterday. He listened well, thought you were cool, and asked you to sign his cast with a sharpie (he broke his arm in a skateboarding accident).

1. Practice: You are teacing Lárus now and you have just invited him to do many things that will help him develop faith in Christ. He isn´t completely sure about making these commitments, so you must remind him of the blessings that come from obedience to these things. Practice promising him blessings.

2. Re-practice: Plan out and practice what to say in the introduction of the first visit with an investigator. Review the section in *Preach My Gospel* entitled *How to Begin Teaching* (page 176-177). Some of the points found there include promising blessings. Practice introducing yourselves and your purpose along with promising blessings.

Additional Scenario(s)

- Practice teaching about prayer and practice promising blessings to an investigator who is doubtful about whether God will answer his prayer. Bear testimony and also try using a scripture to teach.

- You are at a missionary district meeting giving a training in Icelandic about your purpose. Practice reciting *Your Purpose* (*Preach My Gospel*,1) and explain what it means in Icelandic.

- Describe (to an investigator, Skarphéðinn) how the Book of Mormon will help him, what it will do for him, etc. Practice sharing Moroni's promise and applying it to him.

Dative Verbs (Passive Voice)

Honum	**var**	**gefinn**	**kraftur til að þýða Mormónsbók.**
He (to him)	*was*	*given*	*power to translate the Book of Mormon.*

(Same structure as the sentence *Kraftur var gefinn honum til að þýða Mormónsbók*)

	(all dative)						
Já,	**Mér**	**Okkur**	**er***	**(ekki)**	**hjálpað**	**hvar gulltöflurnar voru geymdar**
Yes,	*I*	*We*	*am/is/are*	*(not)*	*helped*	*where the gold plates were kept*
Nei,	**Þér**	**Ykkur**	**var**		**kennt**	**að lesa í bibliunni**
No,	*You*	*You (all)*	*was/were*		*taught*	*to read in the Bible*
Ég veit að...	**Honum/Henni/Því**	**Þeim**	**eru**		**sagt**	**kraftur til að þýða Mormónsbók**
I know that...	*He/She/It*	*They*	*am/is/are*		*told*	*power to translate the Book of Mormon*
...en...	**Joseph Smith**		**voru**		**sýnt**	**um fagnaðarerindið**
...but...	*Joseph Smith*		*was/were*		*shown*	*about the gospel*
...og...	**Öllum**				**svarað**	**að engin kirkja væri sönn á þeim tíma**
...and...	*Everyone*				*answered*	*that no church was true at that time*
...eða...	**Spámönnum**				**lofað**	**að ganga í neina kirkju**
...or...	*Prophets*				*promised*	*to join no church*
	Heiminum				**leiðbeint**	**að hann myndi endurreisa kirkjuna**
	The world				*guided*	*that he would restore the church*
					gefið**	**prestdæmið**
					give	*the priesthood (n)*
					gefin	**fyrirmæli varðandi endurreisn kirkjunnar**
					give	*commandments (n pl) concerning the restoration of the church*

Voru honum gefin fyrirmæli varðandi endurreisn kirkjunnar?
Was he given commandments concerning the restoration of the church?
Já, og honum var gefið prestdæmið.
Yes, he was given them and the priesthood.
Já, og honum var sýnt hvar gulltöflurnar voru geymdar.
Yes, and he was shown where the gold plates were kept.

Var honum sagt að ganga í kirkju?
Was he told to join a church?
Nei, honum var kennt að hann myndi endurreisa kirkjuna.
No, he was taught that he would restore the church.
Nei, honum var sagt að engin kirkja væri sönn á þeim tíma.
No, he was told that no church was true at that time.

* – *Er* is singular or plural depending on what is given/shown/taught. It is **not dependent** on the receiver. If not specified, stick with singular. For example, it is *mér **var** gefi**n bók*** but *mér **voru** gef**nar bækur**.*
– *Gefinn* bends like *búinn* and depends on what is given and **not on the receiver. Compare *mér var gefi**ð** prestdæmið* and *mér var gefi**n** bók.*

Function: Narrating experiences and telling stories
Context: Teaching about Joseph Smith

Scenario

You met a wonderful couple, Össur and Lilja, in the park the other day with their three little kids. You are excited to teach them in your first visit about how the gospel was restored and how it will bless their family.

1. Practice: Practice explaining Joseph Smith´s story to Össur and Lilja. Use the passive voice to explain the different events in Joseph´s experience. You may also think about how you were answered and taught about the truthfulness of this message.

2. Re-practice: Prepare six sentences explaining how Joseph Smith received the Book of Mormon using the passive voice. Practice explaining this to Sigurgeir.

Additional Scenario(s)

- Practice writing and teaching about prophets and how they are led by revelation. Focus on using plural objects and the adjective *gefinn*.
- In Icelandic, describe what sorts of things the people in the Americas were taught and shown during the visit of Christ (see 3 Nephi 11-27).
- What sorts of things are promised to you as a missionary? Look up scriptures in the Doctrine and Covenants describing promises to missionaries first in English, then in Icelandic. Describe these promises to your companion.

Adverbs of Time (Dative)

Spámenn fengu			**opinberun**	**fyrir**	**mörgum**				**árum**	**síðan.**
Prophets received			*revelation*		*many*				*years*	*ago.*

Já, *Yes,*
Nei, *No,*
...en... *...but...*
...og... *...and...*
...eða... *...or...*

Ég fékk	**Við fengum**	**(ekki)**
I received	*We received*	*(not)*
Þú fékkst	**Þið fenguð**	
You received	*You (all) received*	
Hann/Hún/Það fékk	**Þeir/Þær/Þau fengu**	
He/She/It received	*They (m/f/n) received*	

Spámenn fengu
Prophets received
Joseph Smith fékk
Joseph Smith received
Jesús Kristur fékk
Jesus Christ received
Postularnir fengu
The apostles received

Hvenær...?
When...?

opinberun *revelation*
bænasvör *answers to prayers*
leiðsögn *guidance*
leiðbeiningar *directions*
prestdæmið *the priesthood*
valdsumboð *authority*
sannleikann *the truth*
kenningu Krists *the doctrine of Christ*
þekkingu *knowledge*

fyrir (dat) *(before)*

Masculine (all dat.)

einum	**tveimur**	**þremur**	**fjórum**
one	*two*	*three*	*four*

mörgum
many (same for all genders)
nokkrum
a few (same for all genders)

Feminine (all dat.)

einni	**tveimur**	**þremur**	**fjórum**
one	*two*	*three*	*four*

Neuter (all dat.)

einu	**tveimur**	**þremur**	**fjórum**
one	*two*	*three*	*four*

Singular [plural] (all dat.)

degi [dögum] *day [days]*
mánuði [mánuðum] *month [months]*
klukkutíma [klukkutímum] *hour [hours]*
viku [vikum] *week [weeks]*
mínútu [mínútum] *minute [minutes]*
sekúndu [sekúndum] *second [seconds]*
öld [öldum] *century [centuries]*
ári [árum] *year [years]*

síðan. *ago.*

Fengu postularnir valdsumboð fyrir mörgum öldum síðan?
Did the apostles receive authority many centuries ago?

Já, þeir fengu prestdæmið fyrir mörgum öldum síðan.
Yes, they received the priesthood many centuries ago.

Fékk Joseph Smith prestdæmið fyrir mörgum árum síðan?
Did Joseph Smith receive the priesthood many years ago?

Já, hann fékk prestdæmið fyrir mörgum árum síðan.
Yes, he received the priesthood many years ago.

Hvenær fékk Joseph Smith sannleikann?
When did Joseph Smith receive the truth?

Hann fékk bænasvör fyrir nokkrum öldum síðan.
He received answers to prayers a few centuries ago.

Function: Asking and answering questions of time, date, and location
Context: Teaching about revelation and authority through the ages

Scenario

You have recently met a young man named Brynjar. You told him about the Book of Mormon and the Restoration and he invited you to teach him more.

1. Practice: In companionships, take the roles of Brynjar and the missionary. You are teaching him the first lesson and are talking about the role of revelation and authority in the Restoration. Help him to see that there is a pattern of revelation and authority throughout the ages.

2. Re-practice: Brynjar asks you about personal revelation. Tell him about a personal experience with revelation and explain how long ago it was. Help him to understand that he can receive revelation too.

Additional Scenario(s)

- With the board display entitiled *Adverbs of Time (Accusative)* found on page 42, write a letter in Icelandic about your journey as a missionary. Tell them where you were, how long you were in each area, where you will be going afterwards. For this activity, be sure to use the past tense of *að vera* to be able to say phrases such as: “I was in the MTC for one week” (*Ég var í trúboðsskólanum í eina viku)*, and so forth.

Impersonal Sentences (Dative)

Mér	**finnst**	**að**	**við eigum** að lesa í Mormónsbók.**
I	*believe*	*that*	*we should read the Book of Mormon.*

(all in dative)

Mér*	**Okkur**	**finnst**	**að**	**við eigum** að kenna um endurreisnina**
I	*We*	*believe(s)/think(s)*	*that*	*we should teach about the restoration*
Þér	**Ykkur**	**fannst**		**við eigum** að lesa í Mormónsbók með honum**
You	*You (all)*	*believed/thought*		*we should read in the Book of Mormon with him*
Honum/Henni/Því	**Þeim**	**líður**	**eins og**	**hann þurfi** að heyra um sögu Joseph Smith**
He/She/It	*They*	*feel(s)*	*like*	*he needs to hear about the story of Joseph Smith*
Trúarnema okkar		**leið**		**þú eigir** að biðja til Guðs**
Our investigator		*felt*		*you should pray to God*

Já
Yes,
Nei,
No,
Af því að...
Because...
...en...
...but...
...og...
...and...
...eða...
...or...

þú eigir að prófa að lesa í Mormónsbók**
you should try reading in the Book of Mormon
Guð svarir bænum mínum/þínum**
God answers my/your prayers
þessi kirkja sé (ekki) hinn eina sanna kirkja**
this church is (not) the only true church
það sé (ekkert) líf eftir dauðann**
there is (no) life after death
Mormónsbók sé (ekki) sönn bók**
the Book of Mormon is (not) a true book
Joseph Smith sé (ekki) sannur spámaður**
Joseph Smith is (not) a true prophet

Finnst þér að við eigum að kenna um endurreisnina?
Do you think we should teach about the Restoration?
Nei, mér líður eins og við eigum að lesa í Mormónbók með honum.
No, I feel like we should read in the Book of Mormon with him.
Já, af því að honum finnst að Joseph Smith sé ekki sannur spámaður.
Yes, because he thinks that Joseph Smith is not a true prophet.

Finnst þér að það sé líf eftir dauðann?
Do you feel like there is life after death?
Nei, mér líður eins og það sé ekkert líf efter dauðann.
No, I feel like there is no life after death.
Já, mér finnst að það sé líf eftir dauðann.
Yes, I think that there is life after death.

* – Dative takes the place of the nominative subject, i.e., *ég* becomes *mér*, *þeir* becomes *þeim*, etc.
** – This is the subjunctive mood of this verb. See the conceptual practice exercise on page 87 for an explanation.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Planning for and resolving concerns

Scenario

You are preparing to teach Pétur, a newer investigator. You think he might be reading strange things about the Mormons on the internet.

1. Practice: Discuss what you feel is going on with Pétur and then tell your companion what you think you should teach him. Practice teaching Pétur, and ask him what he thinks about prayer, Joseph Smith, the Book of Mormon, etc. Practice telling him what you think he should do to find answers.

2. Re-practice: Repeat this exercise with one of your progressing investigators. Prepare what you would like to ask in your next appointment. Respond appropriately. Set goals to apply this as you teach your progressing investigator.

Additional Scenario(s)

- After the role play, discuss how you felt the lesson went. Discuss such things as the investigator's level of understanding, his commitment, and what he felt because of your teaching. Look up appropriate clauses to use in the past tense.

Genitive – *Vegna*, *án*, and "of the" Phrases

Vegna	**friðþægingar Jesú Krists,**	**getum við***			**fengið**	**fyrirgefningu**	**syndanna.**
Because of	*the Atonement of Jesus Christ,*	*we can*			*receive*	*forgiveness*	*of sins.*

(always genitive)	*(all genitive)*				*(all past part.)*		*(all genitive)*
Vegna	**bænar Josephs Smith,**	**get ég**	**getum við**	**(ekki)**	**fengið**	**fyrirgefningu**	**syndanna**
Because of	*Joseph Smith´s prayer,*	*I can*	*we can*	*(not)*	*receive(d)*	*forgiveness*	*of sins*
Án	**prestdæmisvaldsumboðs,**	**getur þú**	**getið þið**		**öðlast**	**blessanir**	**fagnaðarerindisins**
Without	*priesthood authority,*	*you can*	*you (all) can*		*obtain(ed)*	*blessings*	*of the gospel*
	friðþægingar Jesú Krists,	**getur hann/hún/það**	**geta þeir/þær/þau**		**skynjað**	**leiðsögn**	**heilags anda**
	the Atonement of Jesus Christ,	*he/she/it can*	*they can*		*perceive(d)*	*guidance*	*of the Holy Ghost*
	endurreisnarinnar,	**hef ég**	**höfum við**		**lært**	**tilgang**	**lífsins**
	the Restoration,	*I have*	*we have*		*learn(ed)*	*purpose*	*of life*
	trúar,	**hefur þú**	**hafið þið**		**haft**	**elsku**	**Jesú Krists**
	faith,	*you have*	*you (all) have*		*have (had)*	*love*	*of Jesus Christ*
	iðrunar,	**hefur hann/hún/það**	**hafa þeir/þær/þau**		**opinberað**	**leiðbeiningu**	**Guðs**
	repentance,	*he/she/it has*	*they have*		*reveal(ed)*	*direction*	*of God*
	skírnar,	**getur Krist**			**vitað um**	**endurreisn**	**kirkjunnar**
	baptism,	*Christ can*			*know(n) about*	*the restoration*	*of the Church*
	gjafar heilags anda,	**hefur Guð**			**hlotið**	**kraft**	**prestdæmisins**
	the Gift of the Holy Ghost,	*God has*			*receive(d)*	*power*	*of the priesthood*
	synda okkar,						
	our sins,						

Getum við lært um tilgang lífsins?
Can we learn about the purpose of life?

Höfum við hlotið kraft prestdæmisins?
Have we received the power of the priesthood?

Getum við fengið blessanir fagnaðarerindisins?
Can we receive the blessings of the gospel?

Vegna endurreisnarinnar, getum við lært tilgang lífsins.
Because of the Restoration, we can learn the purpose of life.

Vegna bænar Josephs Smith, höfum við fengið endurreisn presdæmisins.
Because of the prayer of Joseph Smith, we have received the restoration of the priesthood.

Án Krists, getið þið ekki hlotið blessanir fagnaðarerindisins.
Without Christ, you (all) cannot receive the blessings of the gospel.

* – *Notice inverted word order in this column*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching *The Gospel of Jesus Christ*

Scenario

After a delicious dinner, you want to share a spiritual thought with the steadfast member, Sveinbjörg, about the blessings of the gospel.

1. Practice: Discuss and emphasize what life would be like without the blessings of the restored gospel. Practice teaching the principles of the gospel. Your companion will play the role of the member. Switch after 5 minutes.

2. Re-practice: You are teaching a very discouraged but humble investigator, Hjörtur, who has knowingly lived a very rebellious life. Take turns sharing a scripture and bearing testimony about the blessings of the Atonement and forgiveness, and teach about the mercy available to Hjörtur. After practicing, write your testimony in Icelandic in your study journal. Set goals and make plans to apply these things to your next teaching appointment.

Additional Scenario(s)

- With your companion, read through *Jarðnesk hlutverk frelsarans* in *Boða fagnaðarerindi mitt* on page 34 and find examples of the genitive case used to mean “of” or “of the.” Underline them and write the meaning above the words.

- Practice using the genitive case to express the following ideas concisely:

    - The message of the Restoration
    - The resurrection of all men
    - The happiness of the family
    - The calling of the Apostles
    - The blessings of the temple
    - The Fall of Adam

    - Practice using these phrases in teaching contexts (Watch out! They bend!).

Minn and *þinn*

Faðir *Father*		**minn** *my*	**kenndi** *taught*	**mér** *me*		**hvernig á að biðja.** *how to pray.*
Faðir *Father*	**Masculine**	**minn/þinn** *my/your (m)*	**kenndi** *taught*	**mér** *me*	**okkur** *us*	**um fagnaðarerindið** *about the gospel*
Frelsari *Savior*			**hjálpaði** *helped*	**þér** *you*	**ykkur** *you (all)*	**að biðja til Guðs** *to pray to God*
Vinurinn* *Friend*			**sýndi** *showed*	**honum/henni/því** *him/her/it*	**þeim** *them (m, f, n)*	**um Krist** *about Christ*
Kennarinn* *Teacher*			**sagði** *told*			**að fylgja Guði** *to follow God*
Leiðtoginn* *Leader*			**vísaði** *showed*			**að lesa í ritningunum** *to read in the scriptures*
Móðir *Mother*	**Feminine**	**mín/þín** *my/your (f)*				**að halda boðorð Guðs** *to keep God's commandments*
Systir *Sister*						**réttu leiðina** *the right way*
Barnið* *Child*	**Neuter**	**mitt/þitt** *my/your (n)*				**að fara í kirkju** *to go to church*
						að þjóna öðrum *to serve others*

Já,
Yes,
Nei,
No,
...en...
...but...
...og...
...and...
...eða...
...or...
Hver...?
Who...?

Kenndi faðir þinn þér að biðja til Guðs?
Did your father teach you to pray to God?
Já, faðir minn kenndi mér að biðja til Guðs.
Yes, my father taught me to pray to God.
Nei, faðir minn hjalpaði mér að fylgja Guði.
No, my father helped me to follow God.

Sagði systir þín þér um Krist?
Did your sister tell you about Christ?
Já, systir mín sagði mér um Krist.
Yes, my sister told me about Christ.
Nei, móðir mín sagði mér um Krist.
No, my mother told me about Christ.

* – The definite article is generally not attached with titles, family relations, and proper names.

Function: Asking about and expressing possession and ownership
Context: *How to Begin Teaching* and understanding investigators' backgrounds

Scenario

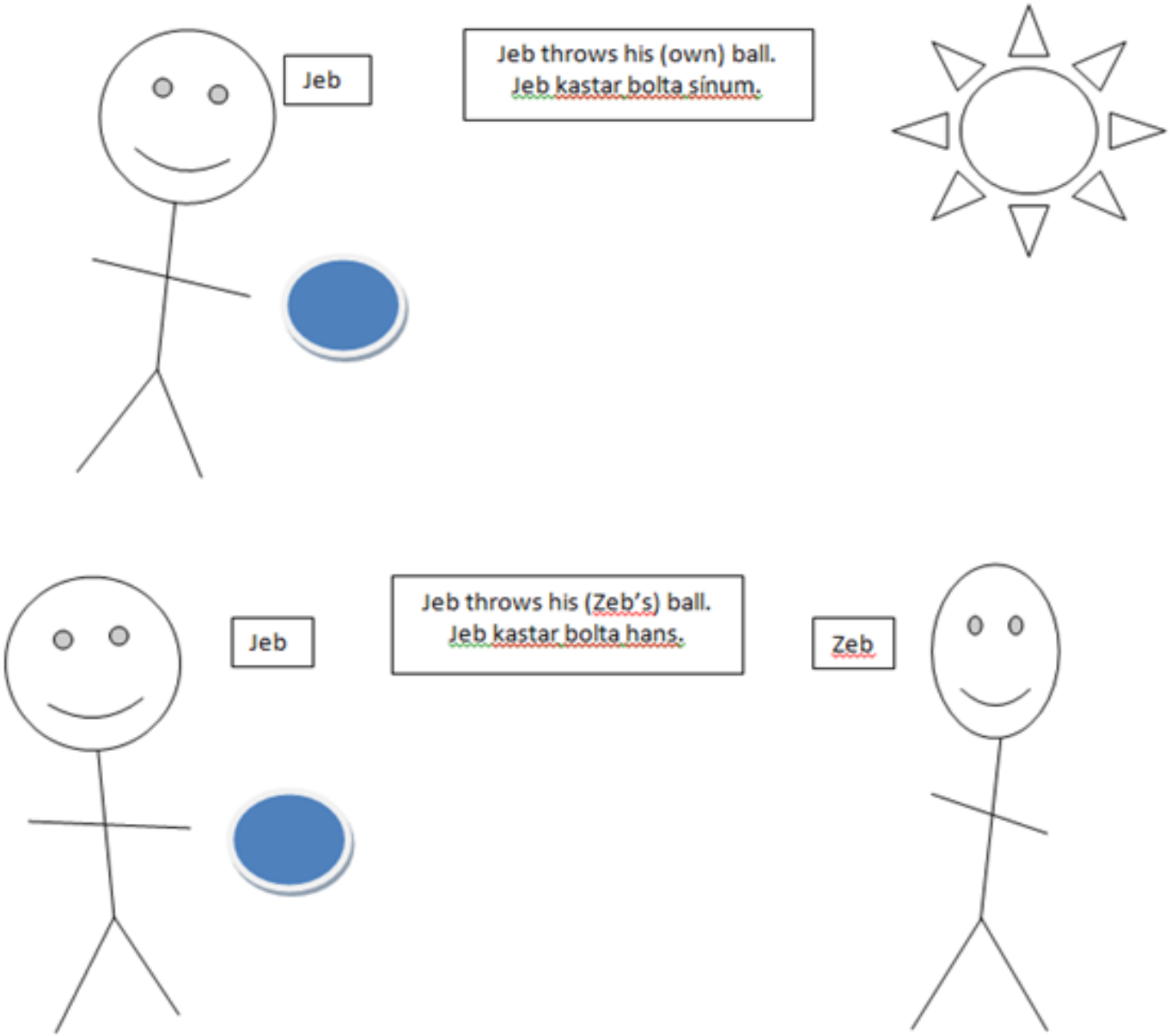
While walking down Hringbraut (a road in Reykjavík), you meet the man Bjarni on the street. Quickly you realize that Bjarni knows quite a bit about God, and has a testimony of Him.

1. Practice: In companionships, have one missionary play the role of Bjarni. Have the other missionary play the role as the missionary. Ask Bjarni how he came to know about God. Have Bjarni respond appropriately. Also, as the missionary, tell Bjarni how you came to know about God. Be sure to bear heartfelt testimony. Switch roles.

2. Re-practice: You talk with Bjarni and realize that he also knows quite a lot about Joseph Smith and the Book of Mormon. Find out where he has learned so much, or from whom (*Hver sagði þér um…?*). Talk with Bjarni about his relation to the Church.

Additional Scenario(s)

- Learn how to say “I helped my father to follow God” by rearranging the words. You do this by changing the dative “me/you” (*mér/þér*) into the nominative “I/you” (*ég/þú*) and making it the subject of the sentence. You then change the nominative “my father” (*faðir minn*) into the dative “my father” (*föður mínum*) and make it the indirect object of the sentence. Form other sentences in this manner, and explain how your mission has strengthened your testimony and blessed your family.


Jeb
Jeb throws his (own) ball.
Jeb kastar bolta sínum.
Jeb
Jeb throws his (Zeb's) ball.
Jeb kastar bolta hans.
Zeb

Decide between using *sinn* and *hans* (*hennar*, *þess*, *þeirra* as well). For each of the following sentences, decide which possessive pronoun would be appropriate. *Sinn* is used when the object is possessed by the subject of the clause. Otherwise, *hans* is used.

---

1. Jesus Christ taught His gospel.
2. The Apostles taught His gospel as well.
3. I am called to preach His gospel.
4. Joseph Smith received his first vision when he was fourteen.
5. God calls prophets and teaches them His message.
6. We can compare a kingdom's glory to its brightness.
7. When we repent, we feel Christ's love, and His peace.
8. We are called to help others come to Christ and receive His gospel.
9. Little Jack stuck in his thumb and got a plum.
10. Mother Hubbard went to fetch her dog a bone.
11. Have you heard about Jack and his candle?
12. Jack and his sister fetched a pail of water.
13. I like Peter's pickles and his peppers.
14. Joe and his dad love their time together.
15. God and His Son want us to be happy.
16. Teach me God's ways and His words.
17. His dog ran away from home.
18. Where did I put her hat?
19. The cow gave me its milk.
20. She used his computer.
21. Where did she put her hat?
22. He wants his brother's bike.
23. I have heard his story before.
24. His brother gave him a candy cane.
25. A computer needs its mouse.
26. Learning Icelandic has its difficulties.
27. While running, he saw his bike.
28. They follow Their plan.
29. God loves all His children.
30. The Apostles received His doctrine.
31. Jesus Christ taught His doctrine.
32. God sent His Son to atone for us.

Jesús Kristur	stofnaði		kirkju	sína	á okkar tíma.
Jesus Christ	*established*		*his (own) church*		*in our time.*

Hvenær...?
When...?
Já,
Yes,
Nei,
No,
...en...
...but...
...og...
...and...
...eða...
...or...

Jesús Kristur	**stofnaði**	**(ekki)**	*Masculine*	*(all acc.)*	**á okkar tíma**
Jesus Christ	*established*	*(not)*	**heilaga anda**	**sinn**	*in our time*
Guð	**kenndi um**		*Holy Ghost*	*his (own)*	**áður en jörðin var sköpuð**
God	*taught about*		**sannleik**		*before the earth was created*
Heilagur andi	**gaf**		*truth*		**þegar hann var á jörðu**
The Holy Ghost	*gave*				*when he was on the earth*
Kirkjan	**framkvæmdi**		*Feminine*		**í átján hundruð og þrjátíu**
The Church	*carried out*		**kirkju**	**sína**	*in 1830*
Himneskur Faðir	**opinbearaði**		*church*	*his (own)*	**á öllum tímabílum**
Heavenly Father	*revealed*		**friðþægingu**		*in all ages*
Frelsarinn	**endurreisti**		*Atonement*		**í bandaríkjunum**
The Savior	*restored*		**áætlun**		*in the United States*
Jóhannes skírari	**skapaði**		*plan*		**í nýja heiminum**
John the Baptist	*created*				*in the new world*
	kláraði		*Neuter*		**í gamla heiminum**
	finished		**fagnaðarerindi**	**sitt**	*in the old world*
	fullkomnaði		*gospel*	*his (own)*	**áður en Jesús Kristur kenndi**
	perfected/completed		**prestdæmi**		*before Jesus Christ taught*
	notaði		*Priesthood*		**þegar hann reis upp**
	used		**líf**		*when He was resurrected (raised up)*
			life		

Stofnaði Jesús Kristur kirkju sína?
Did Jesus Christ establish His church?
Já, Jesús Kristur stofnaði sína eigin* kirkju.
Yes, Jesus Christ established His own church.

Framkvæmdi Jesús Kristur friðþægingu sína þegar hann reis upp?
Did Jesus Christ carry out His Atonement when He was resurrected?
Já, Jesús Kristur fullkomnaði friðþægingu sína þegar hann reis upp.
Yes, Jesus Christ perfected His Atonement when He was resurrected.

Kenndi Guð um fagnaðarerindi sitt á okkar tíma?
Did God teach about His gospel in our time?
Já, Guð kenndi um fagnaðarerindi sitt á okkar tíma.
Yes, God taught about His gospel in our time.

* – You can also add emphasis by moving *sinn* to the front of the direct object and adding the word *eigin* (own) after *sinn*. For example, *Jesús Kristur stofnaði sína eigin kirkju á okkar tíma* (Jesus Christ established His own church in our time). Note: *eigið* is used in place of *eigin* when it is next to *sitt* (n sg. nom. & acc.). All other forms of *sinn* use *eigin*.

Function: Asking about and expressing possession and ownership
Context: Teaching *The Savior´s Earthly Ministry*

Scenario

Upon arriving in the area, you look in the area book and find a teaching record for Ming who is currently being taught by the missionaries. It tells you that Ming is from China and has no religious background whatsoever, but amazingly he speaks very good Icelandic. You decide to call him, and he invites you to come and share a message with him.

1. Practice: In companionships, have one missionary play the role of Ming and the other the role of the missionary. As Ming, ask the missionary questions about God and Jesus Christ. Help Ming to understand who Christ is and why He´s so important. As the missionary, give appropriate responses. Switch roles.

2. Re-practice: Ming's Icelandic wife comes in the room. She is a Christian, but doesn't know about the Restoration. Teach them both about how Christ established His church and called Apostles.

Additional Scenario(s)

- In conjunction with the board display called *Adverbs of Time (Dative)* (found on page 54), use the dative forms of *sinn* to say things such as "Jesus Christ taught His apostles" (*Jesús Kristur kenndi postulum sínum*) and so forth. After mastering that principle, teach about the Savior's earthly ministry.

Ég ætla	að æfa	mig	betur.
I intend/plan	*to practice*	*(myself)*	*better.*

Já,
Yes,
Nei,
No,
...en...
...but...
...og...
...and...
...eða...
...or...
Hvenær...?
When...?

Ég ætla	**Við ætlum**	**(ekki)**
I plan/intend	*We plan/intend*	
Þú ætlar	**Þið ætlið**	
You plan/intend	*You (all) plan/intend*	
Hann/Hún/Það ætlar	**Þeir/Þær/Þau ætla**	
He/She/It plans/intends	*They plan/intend*	
Ég á	**Við eigum**	
I should	*We should*	
Þú átt	**Þið eigið**	
You should	*You (all) should*	
Hann/Hún/Það á	**Þeir/Þær/Þau eiga**	
He/She/It should	*They should*	

Allir eiga
Everyone should
Trúarnemi okkar ætlar
Our investigators plan/intend

að búa ____ undir*
to prepare
að skuldbinda
to commit
að bæta á
to take more on
að æfa
to practice
að auðmýkja
to humble
að klæða
to clothe
að hvíla
to rest
að gifta
to get married

mig
myself
þig
yourself
ykkur
yourselves
okkur
ourselves
sig
himself, herself, itself, themselves

að láta skírast
to be baptized
að fara í musterið
to go to the temple
að fara í kirkju
to go to church
að biðja til Guðs
to pray to God
að lesa í Mormónsbók
to read in the Book of Mormon
í sparifötum
in Sunday clothes
á sunnudögum
on Sundays
í musterinu
in the temple

meira
more
betur
better
aftur
again
fljótt
quickly
fljótlega
soon
bráðum
soon
núna
now
eftir viku
in a week
á sunnudaginn
on Sunday

Ætlar þú að klæða þig í sparifötum á sunnudaginn?
Do you plan/intend to clothe yourself in Sunday clothes on Sunday?
Já, ég ætla að klæða mig í sparifötum á sunnudaginn.
Yes, I plan/intend to clothe myself in Sunday clothes on Sunday.

Ætlið þið að gifta ykkur í musterinu?
Do you (all) plan/intend to get married in the temple?
Nei, við ætlum ekki að gifta okkur í musterinu bráðum.
No, we don´t plan/intend to get married in the temple soon.

Á ég að búa mig undir að láta skírast eftir viku?
Should I prepare himself to be baptized in a week?
Já, þú átt að búa þig undir að láta skírast eftir viku.
Yes, you should prepare yourself to be baptized in a week.

* – The blank is filled with *mig, þig*, *sig, okkur,* or *ykkur*. See the example above and to the right.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Helping investigators plan in order to keep commitments

Scenario

You are meeting with an investigator named Hrafnkell that has been learing for quite some time. He recently expressed interest in being baptized.

1. Practice: In companionships, take the roles of the missionary and Hrafnkell. As the missionary, tell Hrafnkell the various things he should do to prepare, using the reflexive *sig* grammar you just learned. As Hrafnkell, respond appropriately, explaining what you intend to do and when you intend to do it.

2. Re-practice: You are now teaching a less-active, unmarried couple. They have recently expressed interest in learning more and beginning to return to activity. Create a role play of this scenario and practice using the grammar on the left. When finished, set goals to apply this to your current investigators and teaching experiences.

Additional Scenario(s)

- Practice by playing the roles of investigators and missionaries. Have the investigators ask questions using the verb *að eiga* (should) instead of the verb *að ætla*. For example, *“Á ég að...?”, “Eiga þeir að...?”*, etc. Try incorporating the dative forms of *sig* by using the following phrases: *Ég greiði mér...* (I comb myself / my hair)*, Þú þværð þér...* (You wash yourself), *Hann tileinkar sér...* (He applies to himself / adopts), etc.

Sumir / Allir / Margir

Sumir	**menn**	**afvegaleiddu kirkjuþegna**	**til þess að**	**fá meiri kraft.**
Some	*men*	*misled Church members*	*in order to*	*get more power.*

Já, *Yes,*
Nei, *No,*
Ekki *Not*
...en... *...but...*
...og... *...and...*
...eða... *...or...*

Masculine Plural				
Sumir	**menn**	**ofsóttu fylgjendur Krists**	**til þess að**	**fá meiri kraft**
Some	*men*	*persecuted the followers of Christ*	*in order to*	*get more power*
Allir	**postularnir**	**voru drepnir af ranglátum mönnum**		**öðlast aukavald**
All	*Apostles*	*were killed by wicked men*		*obtain additional power*
Margir	**einstaklingar**	**spilltu sannleikann**		**hljóta peninga**
Many	*individuals*	*corrupted the truth*		*get money*
Feminine Plural		**urðu mengaðir***		**samrýmast nýjum siðum**
Sumar	**kenningar Krists**	*became polluted*		*conform to new customs*
Some	*teachings of Christ*	**voru glataðir***		**vera sammála meirihluta fólksins**
Allar	**hugmyndir**	*were lost*		*in agreement with the majority of the people*
All	*ideas*	**mistúlkuðu ritningarnar**		**stofna nýjar kirkjur**
Margar	**manneskjur**	*misinterpreted the scriptures*		*establish new churches*
Many	*human beings*	**afvegaleiddu kirkjuþegna**		**höfða til fólksins**
Neuter Plural		*misled Church members*		*appeal to the people*
Sum	**helgirit**	**reyndu að breyta röngum kenningum**		**laga mistök annarra**
Some	*holy writings / scriptures*	*tried to change incorrect teachings*		*fix the mistakes of others*
Öll	**lögmál Guðs**	**voru misnotaðir***		**leiða fólk í mismunandi söfnuði**
All	*laws of God*	*were misused*		*lead people into various congregations*
Mörg	**einkenni kirkjunnar**			
Many	*distinctive features of the Church*			

Ofsóttu sumir menn fylgjendur Krists til þess að öðlast aukavald?
Did some men persecute the followers of Christ in order to obtain additional power?

Já, sumir menn ofsóttu fylgjendur Krists til þess að öðlast aukavald.
Yes, some men persecuted followers of Christ in order to obtain additional power.

Voru allir postularnir drepnir af ranglátum mönnum?
Were all the Apostles killed by wicked men?

Nei, en margir voru drepnir af ranglátum mönnum.
No, but many were killed by wicked men.

Voru sum helgirit glötuð?
Were some holy writings lost?

Já, mörg helgirit voru glötuð og menguð.
Yes, many holy writings were lost and polluted.

* – Be sure to conjugate these adjectives according to gender. See the board display on page 34.

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching *The Great Apostasy*

Scenario

You are teaching a Lutheran priest named Kristinn about the restored gospel. He's sincerely interested in what you have to say and you decide to teach him the first lesson.

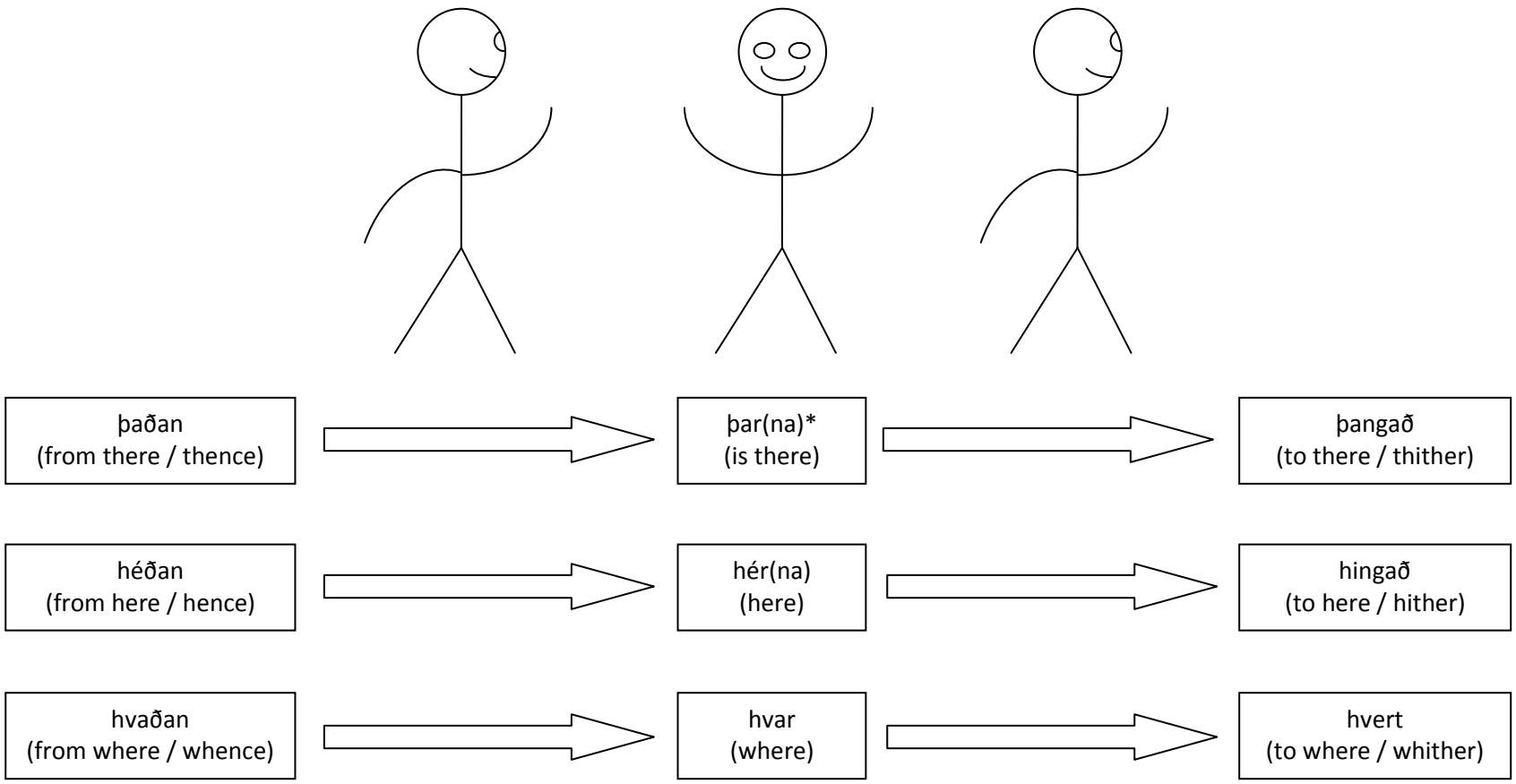
1. Practice: In companionships, one of you will take the role of Kristinn and the other will take the role of the missionary. In order for Kristinn to understand the need for a restoration of all things, you decide that you need to help him understand the Great Apostasy. Teach Kristinn about the Great Apostasy.

2. Re-practice: After teaching about the Great Apostasy, naturally, you must teach about the Restoration. Kristinn understood what was taught about the Great Apostasy so the next step is to help him understand how God has restored the truth. Talk about Joseph Smith's experience and use *sumir, allir,* and *margir.* For example, talk about how *all* the teachings were restored, how Joseph Smith went to *many* churches before he prayed, and how *some* men tried to stop Joseph.

Additional Scenario(s)

- Look up the bendings for *báðir* (both)*, annar* (second, another, other)*, enginn* (no one, nobody, nothing), and *nokkrir* (a few, anyone, anything), and practice using them in place of *allir* and *sumir*.

- Describe Icelandic children generally. Then describe teenagers in your home ward. For more adjectives, refer to your vocabulary and phrases book.



*-*þarna* is generally used when pointing to a location (whether on a map or a place in the distance). *Þar* is generally used when not pointing to a location.

Hvar er það? Það er þarna (while pointing to it)!

Hvar er hann? Hann er þar.

Decide whether you should use *þaðan*, *þar,* and *þangað* in the appropriate sentences.

- *Þaðan* is used when describing motion "from there" and is the equivalent of "thence."
- *Þar* is used when describing "there" that is at rest and is the equivalent of "there."
- *Þangað* is used when describing motion "to there" and is the equivalent of "thither."

Read the following sentences in English and decide which of the appropriate forms of "there" should be applied. Then, using the table on the left, practice using the appropriate forms of "here" and "where."

---

1. He went there.
2. I was there.
3. She is coming from there.
4. I went there yesterday.
5. You can see the whole city from there.
6. There is where I am from.
7. Should we stay there for a week?
8. What will we do there?
9. He went from there two weeks ago.
10. We should not go there at night.
11. They should be more reverent there.
12. Let us go there for lunch.
13. Do you know how to get there?
14. There is a green hill.
15. Did you come from there?
16. I have never been there before.
17. There is a place where the milk and honey flows.
18. There is no place like home.
19. Go and look from there.
20. There is beauty all around.
21. He resorted there to rest.
22. He came and then traveled there.
23. There was once a man named Carl.
24. To go there, impossible!
25. Come down from up there.
26. Do you really want to go down there?
27. Are you from there?
28. Look there!
29. I have traveled to there and from there many times.
30. There is the place!
31. I am from there.
32. Can you be there for me?

Adverbs of Motion - From, at, to

Ég kom *I came* **hingað** *to here / hither* **í gær.** *yesterday.*

	(present/future tense)		(past tense)		Motion from	frá fortilverunni
Hvenær...?	**Ég kem**	**Við komum**	**Ég kom**	**Við komum**	**héðan**	*from the premortal life*
When...?	*I come*	*We come*	*I came*	*We came*	*from here / hence*	**til að læra og þroskast**
Hvaðan...?	**Þú kemur**	**Þið komið**	**Þú komst**	**Þið komuð**	**þaðan**	*to learn and grow*
From where / Whence?	*You come*	*You (all) come*	*You came*	*You (all) came*	*from there / thence*	**áður en jarðlífið**
Hvar...?	**Hann/Hún/Það kemur**	**Þeir/Þær/Þau koma**	**Hann/Hún/Það kom**	**Þeir/Þær/Þau komu**		*before earth life*
Where...?	*He/She/It comes*	*They come*	*He/She/It came*	*They came*	*At rest*	**eftir við deyjum**
Hvert...?	**Ég er**	**Við erum**	**Ég var**	**Við vorum**	**hér(na)**	*after we die*
To where / Whither?	*I am*	*We are*	*I was*	*We were*	*here*	**til að fá efnislíkama**
Af hverju...?	**Þú ert**	**Þið eruð**	**Þú varst**	**Þið voruð**	**þar(na)**	*to receive a physical body*
Why...?	*You are*	*You (all) are*	*You were*	*You (all) were*	*there*	**til að vera með fjölskyldum okkar**
	Hann/Hún/Það er	**Þeir/Þær/Þau eru**	**Hann/Hún/Það var**	**Þeir/Þær/Þau voru**		*to be with our families*
	He/She/It is	*They are*	*He/She/It was*	*They were*	*Motion to*	**til að öðlast fjölskydu**
	Ég fer	**Við förum**	**Ég fór**	**Við fórum**	**hingað**	*to obtain a family*
	I go	*We go*	*I went*	*We went*	*to here / hither*	**eftir andaheiminn**
	Þú ferð	**Þið farið**	**Þú fórst**	**Þið fóruð**	**þangað**	*after the spirit world*
	You are	*You (all) are*	*You went*	*You (all) went*	*to there / thither*	**til að dvelja með Guði**
	Hann/Hún/Það fer	**Þeir/Þær/Þau fara**	**Hann/Hún/Það fór**	**Þeir/Þær/Þau fóru**		*to dwell with God*
	He/She/It goes	*They go*	*He/She/It went*	*They went*	**til jarðar**	**til að friðþægja fyrir syndir okkar**
					to earth	*to atone for our sins*

Jesús Kristur kom/var/fór
Jesus Christ came/was/went

Adam og Eva komu/voru/fóru
Adam and Eve came/were/went

Af hverju komum við hingað?
Why did we come to here / hither?

Hvert förum við eftir við deyjum?
To where / Whither do we go after we die?

Hvaðan komum við áður en jarðlífið?
Whence did we come / Where did we come from before earth life?

Við komum hingað til að læra og þroskast.
We came to here / hither to learn and grow.

Við förum þangað til að dvelja með Guði.
We go to there / thither to dwell with God.

Við komum þaðan frá fortilverunni.
We came from there / thence from the premortal life.

Function: Asking about and describing actions and events
Context: Teaching *The Plan of Salvation*

Scenario

You are teaching a young couple that has recently had a child. They are naturally curious as to where this wonderful miracle came from.

1. Practice: Even though it´s your first appointment, you decide that it would be best to teach them about the Plan of Salvation. Teach them about where they came from, why there here, and where they´re going.

2. Re-practice: The most important part of the second lesson is the section entitled *The Atonement*. Teach about why Christ came to the earth. Create other sentences to teach about the Atonement.

Additional Scenario(s)

- Using the given adverbs, practice explaining the story of Samuel the Lamanite.
- Explain where your hometown is in your state.
- Explain how you flew to Iceland (as if you have just arrived).

The Imperative (Command Form)

	Lestu* í Mormónsbók *Read in the Book of Mormon*	**og þú munt** *and you will*	**finna frið.** *find peace.*
Hvernig má ég... *How may I...* **Hvernig megum við...** *How may we...* **...en...** *...but...* **...og...** *...and...* **...eða...** *...or...*	*You (singular)/ You all (plural)*	**og þú munt** *and you will*	**finna frið** *find peace*
	Hjálpaðu/Hjálpið öðrum *Help others*	**og þið munuð** *and you all will*	**koma að þekkja Guð betur** *come to know God better*
	Lifðu/Lifið eftir boðorðinum *Live by the commandments*		**vera hamingjusamur**** *be happy*
	Horfðu/Horfið ekki á klám *Do not look at pornography*		**koma nær Guði** *come closer to God*
	Komdu/Komið í kirkju *Come to church*		**fá huggun** *receive comfort*
	Veldu/Veljið rétt *Choose the right*		**sjá blessanir frá Guði** *see blessings from God*
	Biddu/Biðjið til Guðs *Pray to God*		**finna fyrir elsku Guðs** *feel God's love*
	Lestu/Lesið í Mormónsbók *Read in the Book of Mormon*		**vaxa í trú** *grow in faith*
	Hittu/Hittið með okkur aftur *Meet with us again*		**finna fyrir andanum oftar** *feel the Spirit more often*
	Reyktu/Reykjið ekki *Do not smoke*		

Hvernig má ég finna frið?
How can I find peace?
Biddu til Guðs, og þú munt finna frið.
Pray to God, and you will find peace.
Reyktu ekki, og þú munt sjá blessanir frá Guði.
Don't smoke, and you will see blessings from God.

Hvernig megum við koma að þekkja Guð betur?
How can we come to know God better?
Lesið í mormónsbók, og þið munuð vaxa í trú.
Read in the Book of Mormon and you (all) will grow in faith.
Hittið með okkur aftur, og þið munuð koma nær Guði.
Meet with us again, and you (all) will come closer to God.

* – The singular imperative (command form) is formed by taking the stem of the verb and adding *þú* to the end of it. It is then contracted into one word. *lest þú = lestu*
** – Don´t forget to conjugate *hamingjusamur* according to the gender of the individual(s) you are referring to!

Function: Asking and answering questions of cause and effect
Context: Promising people blessings

Scenario

While waiting in a bus stop, you strike up a conversation with the humble Halldór. He feels that his life is in shambles and a longing for peace and comfort.

1. Practice: In companionships, have one missionary play the role of Halldór and the other the role of the missionary in the bus stop. Halldór will begin by asking a question about what he needs to change his life. As the missionary, boldly promise Halldór blessings conditional upon his repentance.

2. Re-practice: Upon hearing your conversation, Halldór's friend Bergur also begins to ask questions. Join with another companionship (or include the teacher as necessary) so that you form a companionship of Halldór and Bergur and a companionship of missionaries. Now practice promising blessings to both Halldór and Bergur.

Additional Scenario(s)

- Individually, study a commandment from chapter 4 of *Preach My Gospel* (in English first, then in Icelandic). Write down what it means to be obedient to this commandment and then write the blessings that come from keeping it. Then, with your companion, practice promising blessings that come from obedience to the commandment.

- Pretend you are training a brand new missionary and he is about to do any of the following:

  - Walk into a Vínbúð (liquor store)
  - Drink something alcoholic unknowingly
  - Get on the wrong bus
  - Get run over by a car, bus, or stroller
  - Agree to buy something illegal
  - Repeat a "non-repeatable" word

Find out how to give him clear and swift instructions!

Middle Voice / Reflexive - Past Tense

Fráhvarfið mikla	**gerðist***	**um allan heim.**
The Great Apostasy	*happened*	*throughout the whole world.*

Já,
Yes,
Nei,
No,
Hvernig …?
How…?
Af hverju…?
Why…?
Hvenær…?
When…?
Af því að...
Because...
...en...
...but...
...og...
...and...
...eða...
...or...

Prestdæmið	**týnd(ist/ust)****	**eftir dauða postulanna.**
The Priesthood	*was/were lost*	*after the death of the Apostles.*
Kenningar	**spillt(ist/ust)**	**án gjafar heilags anda.**
Teachings	*was/were corrupted*	*without the Gift of the Holy Ghost.*
Helgiathafnir	**breytt(ist/ust)**	**samkvæmt vilja mannanna.**
Ordinances	*was/were changed*	*according to the will of men.*
Sannleikurinn	**rangfærð(ist/ust)**	**gegnum mistúlkun ritninganna.**
The truth	*was/were distorted*	*through misinterpretation of the scriptures.*
Þekking um Guð	**glatað(ist/ust)**	**án opinberunar.**
Knowledge of God	*was/were lost*	*without revelation.*
Fráhvarfið	**gerð(ist/ust)**	**um allan heim.**
The Apostasy	*happened*	*on the whole Earth.*
Fagnaðarerindið	**endurreist(ist/ust)**	**mörgum árum seinna.**
The Gospel	*was/were restored*	*many years later.*
Helgirit	**veitt(ist/ust)**	**í gegnum Joseph Smith**
Holy writings / Scriptures	*was/were given*	*through Joseph Smith*
Endurreisn	**byggð(ist/ust)**	**af Guði**
A restoration	*was/were built*	*by God*
Valdsumboð		**á fölskum og spilltum kenningum**
Authority		*on false and corrupted teachings*

Hvernig breyttust helgiathafnir?
How were ordinances changed?
Helgiathafnir breyttust samkvæmt vilja mannanna.
Ordinances were changed according to the will of men.

Af hverju breyttust helgiathafnir?
Why were the ordinances changed?
Af því að kenningar spilltust án gjafar heilags anda.
Because doctrines were corrupted without the gift of the Holy Ghost.

Glataðist þekking um Guð?
Was knowledge of God lost?
Já, mikil þekking um Guð glataðist án opinberunar.
Yes, much knowledge of God was lost without revelation.

* – This form is created by adding an *-st* to the end of the normal conjugations. As a general rule, if the conjugated form of the verb ends in *-r*, *-rð*, or *-ur*, then those endings are dropped before adding *-st*. For example, *þú spilltir = þú spilltist*, *þú ferð = þú ferst*, and *þú tekur = þú tekst*

** – *"-ist" endings are for singular subjects. "-ust" endings are for plural subjects. Practice using both.*

Function: Asking about and describing actions and events
Context: Teaching *The Great Apostasy*

Scenario

Most everyone you come in contact with will have some understanding of the concept of apostasy. Such is the case with Aðalsteinn. He doesn't trust organized religions for various reasons. The more Aðalsteinn understands about the Great Apostasy, the more he will understand the need for a restoration.

1. Practice: Your companion will play the role of Aðalsteinn. Talk with Aðalsteinn and find out why he doesn't like organized religion. Help him understand the Great Apostasy using middle-voice verbs.

2. Re-practice: Aðalsteinn realizes he would like to find truth, but he is confused by all the churches he has heard of. Explain to Aðalsteinn why this is. Invite him to learn more about the Restored Gospel of Jesus Christ.

Additional Scenario(s)

- Study 1 Nephi 13-14 and 2 Nephi 26, 28. From these chapters, find more things that were lost or changed during the apostasy. Practice describing these in Icelandic using middle-voice verbs.

- Prepare a simple lesson to teach to the Primary about why Christ's church was restored. Write down simple ways to explain the Great Apostasy. Include questions for the children to answer. Practice giving your two-minute presentation (you may have to explain to the children what some of the middle-voice words mean).

Decide which version of more, *meiri* or *fleiri*, you should use.

- *Meiri* is used when describing things that are not countable (like water, faith, or applesauce); it is the comparative form of *mikið* (much). *mikið* (much) → *meiri* (more) → *mestur* (most)
- *Fleiri* is used when you are dealing with something countable (like buckets of water, people of faith, or cans of applesauce); it is the comparative form of *margur* (many). *margur* (many) → *fleiri* (more) → *flestur* (most)

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1. I have more faith than Tommy.
2. I have more friends.
3. The more people, the merrier.
4. I need more flour.
5. Do you have any more sacks of flour?
6. I want more pancakes.
7. More syrup please.
8. I cannot drink any more milk.
9. However, more bananas would be nice.
10. How many more hours of TALL lab do I have?
11. How much more sleep can I have.
12. Do you have any more buttered biscuits?
13. More butter?
14. More jam?
15. Do you have more knives to spread it with?
16. More sentences.
17. More holiness give me.
18. More strength from above.
19. More kind words in action.
20. More longing for home.
21. I want more bacon please.
22. More rhubarb would be fantastic.
23. If you only had a few more stalks of rhubarb.
24. I would have more appreciation.
25. I cannot learn any more words.
26. Can I have more gym time?
27. I need to find some more charity.
28. You need more humility.
29. More Spam!
30. No more giggling.
31. Tell me one more joke.
32. What had more stripes than a zebra?

Comparative Adjectives

Himneska ríkið *The celestial kingdom*	**er** *is*			**betra** *better*	**en** *than*	**yfirjarðneska ríkið.** *the terrestrial kingdom.*

Já, *Yes,*
Nei, *No,*
...en... *...but...*
...og... *...and...*
...eða... *...or...*

Non-neuter singular and all plural (adj. ends in -i)	**er**	**(ekki)**	**betr-i/a**	**en**	**hinn/hin/hitt**
Fortilveran (f)	*is*	*(not)*	*better*	*than*	*the other (m/f/n singular)*
The premortal life	**eru**		**verr-i/a**		**hinir/hinar/hin**
Andaheimurinn (m)	*are*		*worse*		*the others (m/f/n plural)*
The spirit world	**var**		**æðr-i/a**		**fortilveran (f)**
Dýrðaríkin (n pl)	*was*		*higher / more exalted*		*the premortal life*
The kingdoms of glory	**voru**		**lægr-i/a**		**andaheimurinn (m)**
Þessi	*were*		*lower / more inferior*		*the spirit world*
This (m, f singular)			**dýrðlegr-i/a**		**dýrðaríkin (n pl)**
Þessir/Þessar/Þessi			*more glorious*		*the kingdoms of glory*
These (m/f/n plural)			**guðlegr-i/a**		**jarðlífið (n)**
Neuter singular (adj. ends in -a)			*more divine/godly*		*earth life*
Jarðneska ríkið (n)			**bjartar-i/a**		**jarðneska ríkið (n)**
The telestial kingdom			*brighter*		*the telestial kingdom*
Yfirjarðneska ríkið (n)			**erfiðar-i/a**		**yfirjarðneska ríkið (n)**
The terrestrial kingdom			*more difficult*		*the terrestrial kingdom*
Himneska ríkið (n)			**meir-i/a*** **ögrandi**		**himneska ríkið (n)**
The celestial kingdom			*more challenging*		*the celestial kingdom*
Jarðlífið (n)			**gefandi**		
Earth life			*giving*		
Þetta			**fullnægjandi**		
This (n singular)			*fulfilling*		

Er himneska ríkið betra en yfirjarneska ríkið?
Is the celestial kingdom better than the terrestrial kingdom?
Já, himneska ríkið er betra en yfirjarðneska ríkið.
Yes, the celestial kingdom is better than the terrestrial kingdom.

Er yfirjarðneska ríkið æðra en himneska ríkið?
Is the terrestrial kingdom higher than the celestial kingdom.
Nei, yfirjarðneska ríkið er ekki æðra en himneska ríkið.
No, the terrestrial kingdom is not higher than the celestial kingdom.

Er andaheimurinn erfiðari en jarðlífið?
Is the spirit world more difficult than earth life?
Nei, jarðlífið er erfiðara en andaheimurinn.
No, earth life is more difficult than the spirit world.

* – Use *meiri* here. For an explanation of why, refer to the conceptual practice activity on the previous page.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching *The Plan of Salvation*

Scenario

You are teaching the curious Katrín, a less-active member, about the Plan of Salvation.

1. Practice: As you teach Katrín, she asks many questions about the different stages of the Plan of Salvation. Using comparative adjectives, teach her the difference between the various kingdoms and stages in Lesson 2.

2. Re-practice: Katrín is very interested in this and is inspired to return to church. To help her understand why this church is different, use comparative adjectives to compare the different aspects of the church to other religions. In a respectful manner, use phrases such as, “The Book of Mormon is more true than the Bible.” Be sure to explain why that is the case.

Additional Scenario(s)

- You and your companion are looking for rainproof boots. Compare your current shoes and describe what a better boot would be like. Compare foot sizes with your companion. See who can tie their shoe faster. See who can look up and say “who can tie their shoelace faster” in Icelandic faster.

- You and your companion are really in a bind and can’t decide whether to ride your bikes or take the bus. One of you has misplaced your bus card. Compare the two options and come to a decision. Look up words, if necessary, for uncomfortable, quicker, easier, etc.

Decide if the superlative form should take on a strong bending or a weak bending. It is a strong bending if it is describing the subject of the sentence (you are the best). It is a weak bending if describing the object (you are my best friend).

What is going on here is that the object will take a definite form. The definite form takes on the weak bending. The superlative itself forces it to be definite, so it takes on a weak bending by default. For example, you would not say “I saw coolest thing,” but you would say, “I saw the coolest thing.” This “the” drives the weak bending.

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1. That was the greatest movie.
2. You are the best.
3. That is the best ice cream I have ever had.
4. Jesus Christ is the most charitable.
5. God is the most powerful.
6. Turkeys are the smallest birds.
7. Cheese is the tastiest.
8. Milk is the whitest dairy product.
9. Jimmer was the best basketball player.
10. Spiders are the scariest.
11. Sin is the worst thing ever.
12. She is the best.
13. She is the best dancer.
14. That is the smartest cat I have ever seen.
15. Nothing could be better, that was the greatest.
16. I must say, that was the longest appointment ever.
17. That appointment was the longest.
18. The sharpest knives are in Kanosh.
19. The fastest? You must mean John.
20. The smallest unit of measure is the dram.
21. Cheddar cheese is the best cheese.
22. You are the best, Bob!
23. You are the world’s greatest dad.
24. Mt. Everest is the highest.
25. The longest bridge is in Japan.
26. Where is the coldest spot on earth?
27. Who is the youngest here today?
28. Am I the baldest?

The Superlative

Jésus Kristur	**er**		**kærleiksríkasti**	**kennarinn.**
	is		*the most charitable*	*teacher.*

Já,	**Jesús Kristur (m)**	**er**	**(ekki)**		**auðmjúkast**	**kennari(nn) (m)**
Yes,	*Jesus Christ*	*is*	*(not)*	*(the)*	*humblest*	*teacher*
Nei,	**Guð (m)**	**eru**			**kærleiksríkast**	**bróðir okkar (m)**
No,	*God*	*are*			*most charitable*	*our brother*
...en...	**Heilagur Andi (m)**	**var**			**hreinast**	**fyrirmynd(in) (f)**
...but...	*Holy Ghost*	*was*			*purest*	*example*
...og...	**Ritningarnar (f pl)**	**voru**			**mest**	**bók(in) (f)**
...and...	*The scriptures*	*were*			*greatest*	*book*
...eða...	**Mormónsbók (f)**				**heilast**	**leið(in) að snúa aftur til Guðs (f)**
...or...	*Book of Mormon*				*most complete*	*way to return to God*
	Biblían (f)				**réttast**	**félagseining(in) (f)**
	The Bible				*most correct*	*unit/organization*
	Fjölskyldan/Fjölskydur (f)				**mikilvægast**	**rit(ið) (n)**
	The family/Families				*most important*	*written work*
	Kirkjan (f)				**elst**	
	The church				*oldest*	
	Fagnaðarerindið (n)				**best**	
	The gospel				*best*	

Strong Bending*

	Masc.	Fem.	Neut.
Singular	**-ur**	**-**	**/-ust****
Plural	**-ir**	**- ar**	**-** **/-ust****

Weak Bending*

	Masc.	Fem.	Neut.
Singular	**-i**	**-a**	**-a**
Plural	**-u/-ustu***		

Er Jesús Kristur auðmjúkastur?
Is Jesus Christ the most humble?
Já, Jesús Kristur er auðmjúkastur.
Yes, Jesus Christ is the most humble.
Já, og hann er kærleiksríkasti maðurinn.
Yes, and he is the most charitable man.

Er Mormónsbók elsta bókin?
Is the Book of Mormon the oldest book?
Nei, en Mormónsbók er réttasta bók.
No, but the Book of Mormon is the most correct book.
Nei, en Mormónsbók er heilust.
No, but the Book of Mormon is the most complete.

* – Use strong when the adjective stands alone (is describing the subject) but weak when the adjective describes another noun. For example, “Jesús Kristur er kærleiksríkastur.” but “Jesús Kristur er kærleiksríkasti kennarinn.” See additional examples above and the conceptual practice on the previous page.
** – For feminine singular and neuter plural strong endings, when the adjective ends in *-ast*, change the *a* to *u*. For example, *auðmjúkast* becomes *auðmjúkust*.
*** – For all plural weak endings, when the adjective ends in *-ast*, change the *a* to *u*. For example, *auðmjúkast* becomes *auðmjúkustu.*

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Teaching *The Message of the Restoration of the Gospel of Jesus Christ*

Scenario

Páll was a referral from the member Sylvía. Upon meeting Páll, he explains to you that he feels that God is just some force in the universe that acts for good and that there is no absolute truth. After this, he asks you what you believe.

1. Practice: With one missionary acting as Páll and the other acting as the missionary, have a conversation with Páll about what he believes. Teach him some important principles about the gospel of Jesus Christ, using the superlative form of adjectives.

2. Re-practice: Páll, upon hearing about the Book of Mormon, becomes a little confused and asks some questions about the Book of Mormon in relationship to what he knows about the Bible. As Páll asks appropriate, yet sometimes misinformed questions about the Book of Mormon, respond to him with patience to help him build his faith in the Bible and the Book of Mormon.

Additional Scenario(s)

- Think of some people who have been the most influential in your life. In English, write down some sentences using the superlative such as, “Janice is my most intelligent aunt,” or “Vaughn is the most humble,” and so forth. Then, look up the appropriate adjectives and nouns in the dictionary and rewrite those sentences in Icelandic.

Hver/Hvor annar

Meðlimir	**eiga**	**að styrkja**	**hver**	**annan.**
Members	*should*	*strengthen*	*each*	*other.*

Já, *Yes,*
Nei, *No,*
...en... *...but...*
...og... *...and...*
...eða... *...or...*

Masculine

Meðlimir
Members
Foreldrar
Parents
Trúboðar
Missionaries

Feminine

Fjölskyldur
Families

Neuter

Þau
They
Börn
Children

eiga
should
þurfa
need
verða
must

Accusative

að elska
[to] love
að styrkja
[to] strengthen
að styðja
[to] support

Dative

að hjálpa
[to] help
að sjá fyrir
[to] provide for / support
að þjóna
[to] serve

Masculine

hver/hvor* **annan {acc}**
each **öðrum {dat}**
other

Feminine

hver/hvor* **aðra {acc}**
each **annarri {dat}**
other

Neuter

hvert/hvort* **annað {acc}**
each **öðru {dat}**
other

Verða trúboðar að sjá fyrir hver öðrum?
Must missionaries look after each other?
Já, trúboðar verða að sjá fyrir hver öðrum.
Yes, missionaries need to look after each other.

Eiga foreldrar og börn að elska hvert annað?
Should parents and children love each other?
Já, foreldrar og börn þurfa að elska hvert annað.
Yes, parents and children need to love each other.

* – *Hvor* is used when the subject is only two. For example, *Við* (two) *eigum að elska hvort annað* (We should love each other). *Hver* is used when the subject is two or more.
Note – This is a little different with a compound subject of two or more plural nouns, such as *members* and *missionaries*. If they are masculine, use *hverjir* or *hvorir*. If they are feminine, use *hverjar* or *hvorar*. If they are neuter or mixed, use *hver* or *hvor*. *Meðlimir og trúboðar eiga að elska hvorir aðra. Foreldrar, unglingar, og börn eiga að styrkja hver önnur.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching *Missionary Work*

Scenario

You are at a member´s house and are teaching the Family Home Evening lesson.

1. Practice: In companionships, take the role of the member and the role of the missionary. As the missionary, teach about missionary work and working together with the members. Use *hver/hvor annar* to explain the member-missionary relationship. Switch roles.

2. Re-practice: You feel inspired to share a message about the family. Using *hver/hvor annar*, teach about roles in the family. Testify and then switch roles.

Additional Scenario(s)

- In the context of teaching a couple how to have a stronger family, substitute *hvor* because you are addressing only two people For example, say something like, “You and your husband need to love each other.” See *Íslenska fyrir útlendinga* under the heading “h*ver annar / hvor annar*.” Practice teaching two people (Sveinn and Berglind) about supporting each other.

Conceptual Practice: Indicative or Subjunctive

Decide whether the underlined verb should use the indicative mood or subjunctive mood. The indicative is what we are used to saying when we say what happened and when, or telling how things are. It is "indicating" something that is sure. The subjunctive mood is used to express wish, uncertainty, possibility, or doubt. It is also used when we suppose something. (Hint: all clauses after "I think that" use subjunctive.) Note: this is not meant to be a complete explanation of the use of the subjunctive mood.

---

1. He <u>is</u> here.
2. I think that he <u>is</u> here.
3. He <u>came</u> here yesterday.
4. Didn't he <u>go</u> yesterday?
5. I heard him <u>go</u>.
6. I heard that he <u>was</u> going to go.
7. Something <u>appeared</u> to me.
8. It appeared to me that he <u>was</u> scared.
9. I think that I <u>would have</u> heard the gunshot.
10. We <u>should</u> not go there at night.
11. They <u>should</u> be more reverent there.
12. It seems that he <u>is</u> missing.
13. Where did he <u>go</u>?
14. Perhaps, tomorrow <u>will be</u> a better day.
15. I thought that Jerusalem <u>was</u> the promised land.
16. There <u>could</u> be a place where the milk and honey flows.
17. I hope that he <u>goes</u> away.
18. There <u>is</u> usually beauty all around.
19. I wouldn't eat it if I <u>were</u> fasting.
20. It seems to me that your jacket <u>is</u> ripped.
21. Have you wondered if Jesus <u>is</u> your Savior?
22. When you run, <u>take</u> bigger strides.
23. <u>Go</u> to the store!
24. I believe that God <u>loves</u> everyone.
25. I know that God <u>loves</u> everyone.
26. I <u>might</u> go running tomorrow.
27. I am not sure if God <u>loves</u> me.
28. I hope that I <u>will be</u> a great missionary.
29. I wish that he <u>would</u> just listen better.
30. He knows what he <u>needs</u> to do.
31. If he was here, we <u>could</u> leave.
32. He is here, let's <u>go</u>.

Vilja að (Subjunctive)

	Guð vill*			**að**	**þú**	**snúir aftur til hans.**
	God wills			*(that)*	*you*	*return to Him.*
Já,	**Ég vil**	**Við viljum**	**(ekki)**	**að**	**ég**	**sé glaður**
Yes,	*I will*	*We will*	*(not)*	*(that)*	*I*	*be happy*
Nei,	**Þú vilt**	**Þið viljið**	**(endilega)**			**snúi aftur til hans**
No,	*You will*	*You (all) will*	*(absolutely / by all means)*			*return to him*
...en...	**Hann/Hún/Það vill**	**Þeir/Þær/Þau vilja**				**læri um hann**
...but...	*He/She/It will*	*They will*				*learn about him*
...og...	**Guð vill**					**hjálpi öðrum**
...and...	*God wills*					*help others*
...eða...	**Jésus Kristur vill**					**biðji til hans**
...or...	*Jesus Chirst wills*					*pray to him*
	Satan vill				**þú**	**sért glaður**
	Satan wills				*you*	*be happy*
						snúir aftur til hans
						return to him
						lærir um hann
						learn about him
						hjálpir öðrum
						help others
						biðjir til hans
						pray to him

Vill Guð að við lærum um hann?
Does God want us to learn about Him?

Já, Guð vill að við lærum um hann.
Yes, God wants us to learn about Him.

Vill Satan að ég sé glaður?
Does Satan want me to be happy?

Nei, hann vill að þú sért ekki glaður.
No, he does not want you to be happy.

Vilja Guð og Jesús Kristur að ég hjálpi öðrum?
Do God and Jesus Christ want me to help others?

Já, þeir vilja að þú hjálpir öðrum.
Yes, they want you to help others.

* – Think of this as *God wants you to return to Him.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching *God Is Our Loving Heavenly Father*

Scenario

Matti, an acquaintance from many bus contacts, comes up and expresses how his life is full of sorrow and he feels abandoned. He says that he lost his faith years ago, but he is now thinking about turning to God. He asks you, “What does God want for me? Does he love me?”

1. Practice: In companionships, take the role of Matti and the missionary. As Matti, ask questions about what God expects of you. As the missionary, answer him by explaining what God actually expects and why.

2. Re-practice: Individually, write what you would say to Matti. Think of questions you would like to ask Matti to better understand what he already knows. For example, “*Trúir þú að Guð vill...?*”. Look up verbs or other words that you would like to be able to use with Matti. Ask the teacher for help on how to conjugate these verbs in the subjunctive to say what you want. Practice these sentences with your companion.

Additional Scenario(s)

- Practice writing and saying different phrases like those in chapter 10 of *Preach My Gospel* under the heading *How to Begin Teaching*. Express what your expectations are. Practice asking the investigators what their expectations are.

- Discuss what things Heavenly Father wants for you as a missionary. Gloss through chapter 1 of *Preach My Gospel* and take note of different things you should expect of yourself. Practice saying these in Icelandic. Check with your teacher to see if you are using this principle correctly.

Subjunctive – *Að halda*

Já, *Yes,*
Nei, *No,*
...en... *...but...*
...og... *...and...*
...eða... *...or...*

Heldur þú				**að**	**þú verðir tilbúinn að láta skírast?**
Do you think				*that*	*you will be ready to be baptized?*
	(að halda-pres.)				*(að vera-subj. pres.)*
Present	**Ég held**	**Við höldum**	**(ekki)**	**að**	**þú verðir tilbúinn* að láta skírast**
	I think	*We think*	*(not)*	*that*	*you will be ready to be baptized*
	Þú heldur	**Þið haldið**			**þú sért að þroska meiri trú**
	You think	*You (all) think*			*you are developing more faith*
	Hann/Hún/Það heldur	**Þeir/Þær/Þau halda**			**Mormónsbók sé sönn bók**
	He/She/It thinks	*They think*			*the Book of Mormon is a true book*
	Meðlimirnir halda				**Joseph Smith sé sannur spámaður**
	The members think				*Joseph Smith is a true prophet*
	(að halda-past)				*(að vera-subj. past)*
Past	**Ég hélt**	**Við héldum**	**(ekki)**	**að**	**þú yrðir tilbúinn* að láta skírast**
	I thought	*We thought*	*(not)*	*að*	*you would be ready to be baptized*
	Þú hélst	**Þið hélduð**			**þú værir að þroska meiri trú**
	You thought	*You (all) thought*			*you were developing more faith*
	Hann/Hún/Það hélt	**Þeir/Þær/Þau héldu**			**Mormónsbók væri sönn bók**
	He/She/It thought	*They thought*			*the Book of Mormon is a true book*
	Meðlimirnir héldu				**Joseph Smith væri sannur spámaður**
	The members thought				*Joseph Smith was a true prophet*

Heldur þú að þú sért að þroska meiri trú?
Do you think that you are developing more faith?

Já, ég held að ég sé að þroska meiri trú.
Yes, I think that I am developing more faith.

Haldið þið að ég verði tilbúinn að láta skírast?
Do you (all) think that I will be ready to be baptized?

Já, við höldum að þú verðir tilbúinn að láta skírast.
Yes, we think that you will be ready to be baptized.

Hélst þú að Mormónsbók væri sönn bók?
Did you think that the Book of Mormon was a true book?

Nei, ég hélt ekki að Mormónsbók væri sönn bók.
No, I didn´t think that the Book of Mormon was a true book.

* – Be sure to conjugate *tilbúinn* according to the appropriate gender.

Function: Asking and answering questions of contrasting attitudes, emotions, and feelings
Context: Asking questions and resolving concerns

Scenario

You have been teaching Jói for quite some time and you are unsure about his progress. You decide it would be a good time to figure out how Jói is doing and what he thinks about various things you have taught him.

1. Practice: In companionships, take the role of Jói and the missionary. As the missionary, ask appropriate questions to help you understand Jói´s progress and beliefs. As Jói, respond appropriately.

2. Re-practice: You are now teaching a less-active member named Hrafnhildur that has lost her testimony and faith in the gospel. Using past tense, get to know what Hrafnhildur believed and didn´t believe to help you know how to best teach to meet her needs.

Additional Scenario(s)

- Ask your teacher to show you the subjunctive of ‘að eiga.’ Using this verb, talk about your personal fitness and health. Discuss things you could and should do better (exercise more, eat healthier, etc.) and suggestions on what you think your companion ought to do better.
- Practice with other verbs and phrases that evoke subjunctive: að vona (to hope), að óska (to wish), að búast við (to expect), að óttast (to fear), mér heyrðist/sýndist/virðist (to me it sounded like / seemed like / appeared like), etc. Ask your teacher for help when necessary.
- Read and expand your understanding of when to use the subjunctive and look at examples in Icelandic: Grammar, Texts, and Glossary by Stefán Einarson pages 150-159.
- Find the examples of subjunctive in *Skilyrði skírnar* and *Viðtalsspurningar skírnar* in *Boða fagnaðarerindi mitt* on pages 204-206.

Verbs and Declensions: Part I (*-aði* verbs)

Guð	**elskar**	**mig.**
God	*loves*	*me.*

Já, *Yes,*
Nei, *No*
...en... *...but...*
...og... *...and...*
...eða... *...or...*
Ég veit að... *I know that...*

Pronouns - Nominative

Ég	**Við**
I	*We*
Þú	**Þið**
You	*You (all)*
Hann/Hún/Það	**Þeir/Þær/Þau**
He/She/It	*They (m/f/n)*

Guð
God
Jesús Kristur
Jesus Christ
Heilagur andi
The Holy Ghost
Satan
Satan
Fólk (n sg)
People

Present Tense of að elska - to love

elska	**elskum**
elskar	**elskið**
elskar	**elska**

Past Tense of að elska-to love

elskaði	**elskuðum**
elskaðir	**elskuðuð**
elskaði	**elskuðu**

Other -aði verbs:
tala (acc.) við*
talk with (someone)
skapa (acc.)
create (something)
hjálpa (dat.)
help (someone)
svara (dat.)
answer (someone or something)
bjarga (dat.)
save/rescue (someone)
sakna (gen.)
miss (someone or something)
freista (gen.)
tempt (someone)

Pronouns - Accusative

mig	**okkur**
me	*us*
þig	**ykkur**
you	*you (all)*
hann/hana/það	**þá/þær/þau**
him/her/it	*them (m/f/n)*

Pronouns - Dative

mér	**okkur**
me	*us*
þér	**ykkur**
you	*you (all)*
honum/henni/því	**þeim**
him/her/it	*them (m, f, n)*

Pronouns - Genitive

mín	**okkar**
me	*us*
þín	**ykkar**
you	*you (all)*
hans/hennar/þess	**þeirra**
him/her/it	*them (m, f, n)*

Svarar Guð bænum mínum?
Does God answer my prayers?
Já, ég veit að Guð svarar bænum þínum.
Yes, I know that God answers your prayers.

Saknar Guð mín?
Does God miss me?
Já, hann saknar þín.
Yes, he misses you.

* – *við* is always used with the verb *að tala* (not *með*). *Ég tala við hann* = I talk with him

Function: Asking about and describing actions and events
Context: Teaching *God Is Our Loving Heavenly Father*

Scenario

You and your companion are teaching a young, single mother named Ragnheiður. She is struggling in her life right now after her boyfriend left her and wonders if God is really there and if He loves her.

1. Practice: Speak to Ragnheiður about God and how He is our Father in Heaven. Speak about how He created us and the world. Practice using the different cases to tell her that God loves her and her son.

2. Re-practice: Ragnheiður tells you that she hasn´t prayed for a long time. She say that she is somewhat hesitant to pray because she doesn´t feel that God will listen to her. Testify of the reality of prayer and practice using the correct bendings of the pronouns while you conjugate the *-aði* verbs. You might tell her that God misses her and her prayers or that God will help her if she prays. You can also talk about how Satan tempts us to not pray.

Additional Scenario(s)

- Find additional -aði verbs in the dictionary and practice conjugating them correctly in both the present and past tense. Some words include *að baka* (acc.) (to bake), *að borða* (acc.) (to eat), *að byrja* (acc.) (to start/begin), *að elda* (acc.) (to cook), *að þakka* (dat.) (to thank), *að stjórna* (dat.) (to conduct/control), *að stafa* (acc.) (to spell), and *að skrifa* (acc.) (to write). Practice using these words in normal daily activities.

- Practice teaching each other the principle of *Guð er okkar kærleiksríki faðir á himnum* on page 31 of *Boða fagnaðarerindi mitt*. Be sure to use the words from the board display on the opposite page. Use the correct forms of the pronouns!

Verbs and Declensions: Part II (*-ði, -di, -ti* verbs*)

Postularnir	**kenndu**	**þeim**	**fagnaðarerindið.**
The Apostles	*taught*	*them*	*the gospel.*

Já, *Yes,*
Nei, *No*
...en... *...but...*
...og... *...and...*
...eða... *...or...*
Ég veit að... *I know that...*
Hvernig...? *How...?*
Hvað...? *What...?*

Pronouns - Nominative

Ég *I*	**Við** *We*
Þú *You*	**Þið** *You (all)*
Hann/Hún/Það *He/She/It*	**Þeir/Þær/Þau** *They (m/f/n)*

Postular(nir)
(The) Apostles
Jesús Kristur
Jesus Christ
Leiðtogar
Leaders
Guð
God
Heilagur andi
The Holy Ghost

Present Tense of að gera-to do

geri	**gerum**
gerir	**gerið**
gerir	**gera**

Past Tense of að gera-to do

gerði	**gerðum**
gerðir	**gerðuð**
gerði	**gerðu**

Other -ði, -di, -ti verbs:
heyra (*-ði*, acc.)
hear (someone or something)
kenna (*-di*, dat. + acc.)**
teach (someone + something)
sýna (*-di*, dat. + acc.)**
show (someone + something)
fylgja (*-di*, dat.)
follow (someone or something)
veita (*-ti*, dat. + acc.)**
give, grant (someone + something)

Indirect Object (dative)
fagnaðarerindi(nu)
(the) gospel
postulu-m(-num)
(the) Apostles
kenningum Krists
Christ´s teachings
Kristi
Christ
þeim
them (m/f/n)
honum
him
ungum mönnum
young men
börnum
children

Direct Object (accusative)
fagnaðarerindi(ð)
(the) gospel
postula(na)
(the) Apostles
kenningar Krists
Christ´s teachings
Krist
Christ
þá
them (m)
hann
him
kraftaverk
(a) miracle(s)
prestdæmi(ð)
(the) priesthood

Hvað kenndi Kristur postulunum?
What did Christ teach the Apostles?
Hann kenndi þeim fagnaðarerindið.
He taught them the gospel.

Hvernig veitti Kristur postulunum prestdæmið?
How did Christ give the Apostles the priesthood?
Hann veitti þeim það með handayfirlagningu.
He gave it to them by the laying on of hands.

* – The past tense of this type of weak verbs is formed by adding a suffix of *-ði, -di,* or *-ti* to the stem of the verb. Refer to pages 149-150 in *Learning Icelandic* (blue book) for more useful tips. The past participle of this type of weak verbs is formed by adding a *-t* to the stem of the verb.
** – This means that this verb takes both dative and accusative. For example, *kenna* would be used to say that you taught someone (dative) something (accusative).

Function: Narrating experiences and telling stories
Context: Teaching *The Savior´s Earthly Ministry*

Scenario

You and your companion are walking along the street near Háskóli Íslands in Reykjvík and you meet a nice young man named Gunnar. Gunnar is a strong believer who attends the Pentecostal Church in Kópavogur. He has heard about the Book of Mormon before, but never felt inclined to read it because he enjoys the Bible and doesn´t see why he needs the Book of Mormon and the Restored Gospel.

1. Practice: As you talk with Gunnar, he asks you what makes your church different from his church. Help Gunnar to understand what Christ did when He was on the earth and specifically what role the priesthood plays in His church.

2. Re-practice: After explaining this concept to Gunnar, he expresses interest in learning more about the Book of Mormon. You decide to show him Moroni 10:3-5 and teach him a little bit about how he can come to know that the Book of Mormon is the word of God. Practice teaching him about this promise using some of the verbs found in the board display. You might talk about your experience (using past tense) and then testify about how God answers our prayers (using present tense).

Additional Scenario(s)

- Practice teaching each other the principle of *Endurreisn fagnaðarerindis Jesú Krists fyrir tilstilli Josephs Smith* on page 36 in *Boða fagnaðarerindi mitt*. Talk about what Joseph Smith did, what he heard, what God taught him and showed him, what God gave him, and so forth. Use the verbs found in the previous board display.

- Find some more *-ði, -di, -ti* verbs in the dictionary or in your TALL vocabulary book. Practice conjugating these words and then use them to practice teaching a principle of your choice.

Introduction

Icelandic is, like Russian, Latin, and Ancient Greek, a highly inflected language. This means that many of the words change according to how they are used. When nouns, pronouns, adjectives, some numbers, and some other words change in Icelandic, we call this declension. When verbs change in Icelandic, we call this conjugation. This appendix is meant to help you learn the various patterns found in these declensions and conjugations as this is an essential component of forming correct sentences. You will also find helpful explanations and examples of using these declensions in practical applications.

As you look over this section, do not be overwhelmed! Icelandic is a difficult language, but with patient, persistent practice, you will discover that these patterns are found throughout the language and that they make Icelandic a truly beautiful language. Before long, you´ll be an expert in Icelandic grammar!

It is also important to note that even native Icelanders make mistakes with the grammar, just as we make mistakes in English. It may sound a little funny to them if you make a mistake, but they will normally be able to understand what you mean, just as if someone said to you, “They is good.” To begin with, don’t worry too much about getting everything perfect. Simply speak as best as you can and if you don’t know the correct declension or conjugation, say the form of the word you do know and in most situations, you will be understood. As time moves on, continually incorporate the forms you learn.

Alphabet and Pronunciation

Alphabet

The Icelandic alphabet consists of 32 letters (14 vowels and 18 consonants). Icelandic is a very phonetic language, meaning that when you learn the individual sounds of the letters and a few exceptions, you will be able to pronounce most words. It is also important to note that the stress in Icelandic words always falls on the first syllable. This section will introduce you to the pronunciation of these letters and common letter combinations in Icelandic. Please realize that the pronunciations are approximations and that some of the sounds are not present in the English language. Ask your teacher or a native for a proper demonstration. The Icelandic alphabet is presented in the following order:

A, Á, B, D, Đ, E, É, F, G, H, I, Í, J, K, L, M, N, O, Ó, P, R, S, T, U, Ú, V, X, Y, Ý, Þ, Æ, Ö
a, á, b, d, ð, e, é, f, g, h, i, í, j, k, l, m, n, o, ó, p, r, s, t, u, ú, v, x, y, ý, þ, æ, ö

The letters *c*, *q*, and *w* are not in the Icelandic alphabet but are seen in foreign words. The letter *z* used to be used in Icelandic, but is no longer used because it makes the same sound as *s*. The letters do have names and, for the most part, they are pronounced as the letter sounds. A later section will go through those names so that you can begin to spell words out loud in Icelandic as well.

Vowels

a is pronounced like “a” in “car”
á is pronounced like “ou” in “house”
e is pronounced like “e” in “bed”
é is pronounced like “ye” in “yet” (*é* used to be spelled *je* and is pronounced that way)
i is pronounced like “i” in “in”
í is pronounced like “ee” in “bee”
o is pronounced like “oh” in “horse” (it is in between the sounds of *ó* and *a*)
ó is pronounced like “o” in “soap” (comes from the front of the mouth)
u is pronounced like “oo” in “good”
ú is pronounced like “oo” in “zoo” (comes from the front of the mouth)
y is pronounced like “i” in “in” (it is the same sound as *i*)
ý is pronounced like “ee” in “bee” (it is the same sound as *í*)
æ is pronounced like “i” in “ice”
ö is pronounced like “u” in “fur” (comes from the stomach)

Diphthongs

A diphthong is sound formed by the combination of two vowels in a single syllable. There are a few diphthongs in Icelandic which make different sounds than the single vowels.

au is pronounced similar to “oy” in “boy,” but it comes from the stomach
ey and *ei* are pronounced like “ay” in “bay”

Consonants

Many of the consonants of Icelandic are pronounced the same as in English. If a certain consonant is not listed below, this is the case.

ð is pronounced like “th” in “feather” (it is not a breathy sound, but is voiced) (words never begin with *ð*)
g is pronounced as in English, but there are quite a few exceptions to this that are best learned individually
j is pronounced like “y” in “yes”
p is pronounced as in English, but can be softer (in between an English “b” and “p”)
r is rolled, though not as much as in Spanish
þ is pronounced like “th” in “thunder” (it is a breathy sound and is unvoiced) (words never end with *þ*)

Other Letter Combinations

Following are some common letter combinations that make different sounds. Some of the explanations refer to the Icelandic letters, making it important to go through the sections above before tackling these.

hv is pronounced like “kv” as in “*hvað*“
ll is pronounced by making a clicking sound that is similar to a “tl” as in “*sæll*” (this is done by placing the tongue on the back of the front upper teeth and forcing air out the sides of your mouth)
When *nn* follows an accented vowel or a diphthong, it makes a “tn” sound, as in “*steinn*” (this sound is also present in *rn* and *rl* as in “*barn*” and “*karl*,” except an “*r*” comes before it)
When a *p* is followed by a *t*, the *p* makes an “f” sound, as in “*skipta*” (pronounced “skifta”)
When *f* is in the middle of a word, it makes a “v” sound, as in “*gefa*” (pronounced “geva”)
When an *f* is followed by an *l* or an *n*, it changes to a “p” sound, as in “*afl*” (pronounced “apl”) and “*hafna*” (pronounced “hapna”)
When *a* is followed by *ng* or *nk*, it changes to an “*á*” sound, as in “*banki*”
When *i* is followed by *ng* or *nk*, it changes to an “*í* ” sound, as in “*þing*”
When *ö* is followed by *ng* or *nk*, it changes to an “*au*” sound as in “*löng*” (pronounced “loyng”)
When two consonants are doubled, there is an aspiration (breath), as in “*ekki*” (pronounced “ehhki” with a release of air)

Names of Letters

The names of the letters will help you as you are spelling words in Icelandic. The names given in this section follow the Icelandic pronunciation, meaning you will need to learn the information above before attempting to pronounce these names. Many of these names are simply the sounds you have already learned!

a - a
á - á
b - bé
d - dé
ð - með
e - e
é - é (je)
f - eff
g - gé
h - há
i - i
í - í
j - joð
k - ká
l - ell
m - emm
n - enn
o - o
ó - ó
p - pé
r - err
s - ess
t - té
u - u
ú - ú
v - vaff
x - ex
y - upsilon
ý - upsilon ý
þ - þorn
æ - æ
ö - ö

Other letters:
c - se
q - kú
w - tvöfalt vaff
z - seta

Vowel Changes

Learning these vowel changes will help you to predict how words throughout the language will bend. You will naturally catch on to these vowel shifts as time goes on, but being introduced to them early on will be beneficial in recognizing them quickly.

***U*-umlaut**

U-umlaut is probably the most common vowel shift in Icelandic. This vowel shift occurs in nouns, verbs, adjectives, and many other words and is most often the result of an ending being added or taken away during conjugation or declension. It occurs when the vowel in the first portion of a word is *a* and the declension or conjugation causes a *u* to come after the *a* in the next syllable. As a result of this, the *a* changes to an *ö*. Refer to the examples below to better understand.

að tala (to talk) - *við tölum* (we talk)
að fara (to go) - *við förum* (we go)
saga (feminine nominative singular) (story) - *sögu* (feminine accusative, dative, and genitive singular)

Remember that the stressed syllable in Icelandic words is always in the beginning of a word. The preceding examples show how *a* changes to *ö* when a *u* is present in the next syllable. In these examples, the *a* is in the stressed syllable. When an *a* is found in the unstressed syllable of a word, instead of changing to an *ö*, it changes to a *u*. For example:

fagnaður (masculine nominative singular) (rejoicing) - *fögnuðum* (masculine dative plural) (rejoicings)
að tala (to talk) - *við töluðum* (we talked)

Notice that the *a* in the second (unstressed) syllable changes to *u* and the *a* in the first (stressed) syllable changes to *ö*.

We also see this in other words although there isn't necessarily a *u* being added. This is due to a historical change in older Icelandic and these will occur in some cases pretty regularly. Examples are as follows:

barn (neuter singular nominative and accusative) (child) - *börn* (neuter plural nominative and accusative)
langur (masculine singular nominative) (long) - *löng* (feminine singular nominative, neuter plural nominative and accusative)

This vowel change is found in many places, so keep your eyes open!

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